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ABSTRACT

The participant's manual for workshops to train Native American community leaders and professionals in community development skills defines community development terms, shows how to help community members solve their own problems, helps clarify the role of community leaders/professionals, gives examples of good community development/action programs, and provides guidelines for effective community action. Workshop materials evolved from successful extension training courses given to Navajo community development workers in 1977 to 1979; impacts include promotion of participants to better positions, increased involvement of participants in local Community Action Committees, increased or reinforced knowledge and skills of participants, and continuous inservice training for Community Action Committee members and chapter officers at 107 chapters. Components cover terms fundamental to community development work, the place of people in community development work, role and problems of community workers, examples of two successful community development programs, and community development planning and action. Exercises, diagrams, points for discussion, seven detailed case studies (Bigwash Elementary School; Benson at Roundtree; the $100,000 building built by the Arizona tribe; the cases of the Nevada tribe and chemical toilets; community development worker Joe Billy; community development worker Mary Tso; Sheep Springs); lists of resources, and pre-course questionnaires are included. (MH)

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Understanding Community Development

A Guide for Native American Community Leaders and Professionals

A Western Regional Extension Publication

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The University of Arizona
Cooperative Extension Service
Community and Rural Development Program

Participant's Manual

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Cooperation with Native American
Tribal Leaders

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Participant's Manual

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Acknowledgements

As project coordinator I wish to express profound gratitude to my colleague, Edward Parmee, for his professional competence and support in the 1978 team preparation and teaching of the materials from which this handbook was developed. His continuing commitment to revising those materials made possible this format, which we hope can be easily used by Native Americans in the western states.

Without the funding and moral support of the Western Rural Development Center and its director, Russ Youmans, this training packet would not have been possible. Our colleague, Michael Ludder, who worked with us in a repeat presentation of the materials in February 1979, offered helpful comments and suggestions. W. Robert Lovan, state program leader for Community Development, The University of Arizona, offered encouragement to us to pursue this project. The research and artwork of Agnes Ortiz are greatly appreciated.

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Special acknowledgement is reserved for Tom Boyd, Project Director of the Office of Navajo Economic Opportunity, Local Community Development Program, who had the vision to initiate a training program for his agency directors, supervisors and chapter-level workers. His consistent planning and action at the local level and follow-through assistance to Ed and me were a major contribution. Wilbur Nez and Percy Deal of the Local Community Development Program have also contributed. Jean Leiser has patiently and persistently typed and retyped the drafts as well as this final product. Her dedication to the task is gratefully acknowledged. Finally, it is the experience gained in teaching the 125 Navajo community development personnel that gave these materials the test of practicality.

Rudy Schnabel

May 1981

Preface

Navajo Community Development Training

In April 1977 an initial contact was made with Rudy Schnabel, a community development specialist with the University of Arizona Cooperative Extension Service, requesting training and technical assistance to determine ways to improve the operation and management of the Navajo Community Development Program. He recommended a planning session with local community development program administrators and supervisory staff in June 1977. That planning session resulted in an introductory training session led by Schnabel and Community Development Specialist Edward Parmee during July 1977 for 25 administrators and supervisory staff who determined that:

- The Local Community Development Program staff had little knowledge and understanding of community development concepts and principles;
- The role of each staff member was unclear;
- Planning and direction from the local community was not being utilized;
- Tribal social service programs were delegated to or imposed on community development workers; and
- The principles of helping others to help themselves, and techniques in support of local leadership determining their own future were not being applied.

Subsequent training sessions were scheduled as a consequence of the July workshop.

The first of these was a Navajo community development course on September 19-22, 1977 on the Navajo Community College campus. Schnabel and Parmee prepared a course on basic community development concepts and principles and conducted it for 158 participants including Local Community Development Program administrators, supervisory and non-supervisory staff, and other interested tribal employees. This training was a breakthrough for the staff in community development work.

The Navajo Tribe awarded the Office of Navajo Economic Opportunity, a Self-Determination Act grant, to implement a Navajo Leadership Development Training Program designed to provide training in the development and improvement of leadership skills for 312 chapter officers and 515 Community Action Committee members. In November 1977, Schnabel and Parmee assisted this leadership program by offering a basic management training program. This program reinforced the knowledge and skills of Local Community Development Program supervisory staff and they began to develop self-confidence in teaching as they assisted in six training sessions conducted from January to March 1978 at the agency level for the 312 chapter officers and 515 Community Action Committee members.

In August 1978, as a result of the efforts put forth in the Navajo community development training sessions, a conference funded by the Western Rural Development Center was planned and implemented for various tribal representatives from the states of Arizona, New Mexico, Nevada and Utah who had shown commitment to rural and community development. The purpose of the conference was to review and critique the Navajo community development training materials and develop them into adaptable and universal educational materials for interested tribes in the western states.

In February 1979 the basic Navajo community development training course was repeated and held at Chuska Boarding School, Tohatchi, New Mexico for local community development workers from all parts of the reservation. Schnabel and Parmee were joined by Michael Ludder to conduct the course. Local Community Development Program administrators and supervisory staff served as facilitators. This was a major test of the capability of the LCDP management group to conduct the training program themselves, much of it in the Navajo language. Evaluation of this training effort by both trainers and participants from the tribe labeled it "the most successful and rewarding of all the training sessions held to date."

Major impacts upon the Navajo Local Community Development Program attributable to the extension community development training program, include:

- The training has increased or reinforced the knowledge and skills of about 130 employees;

- A 30% turnover rate, primarily reflects that persons have moved to better-paying jobs;
- Four community development supervisors were promoted to agency director positions;
- Five community workers were promoted to community development supervisor positions;
- A total of 19 employees (community workers, supervisors and directors) were elected as local chapter officers in October 1979;
- A total of 20 employees (community workers and supervisors) were also elected to Community Action Committee positions in October 1979;
- A total of 130 staff members provide continuous inservice training at 107 chapters for 535 Community Action Committee members and for some of 321 chapter officers;
- One community worker was appointed to his chapter grazing committee;
- Eight percent of the 140 staff members serve on such committees as the Health Board, School Board, Parent Advisory Council and Planning Committees;
- At least 60% of staff who received training are utilizing community development concepts and theories in local training, project development and personal advancement;
- The staff is now considering redirection of the program to emphasize more of the community development concepts.

Thomas J. Boyd, Project Director
Local Community Development Program
Office of Navajo Economic Opportunity

March 24, 1980

Introduction to Course Components

Blackburn, a community worker:

--hauled water for the Cosgrove residents in his pickup.
........He never felt like he was getting anything done.
--filled out application forms for individuals.
........The people kept coming to him for this service.
--organized the health committee and acted as chairman.
........He spent most of his time on this project.
--transported people to Tribal Headquarters
........He forgot what his role was and began to feel like an errand person.

How often do you find yourself in Blackburn's shoes? You feel the disappointment of wanting to work on major community tasks but are controlled by the small and petty tasks of everyday life. You find yourself in the position of "giving a man a fish and feeding him for a day" rather than "teaching him how to fish and feeding him for a lifetime." You are not working with people, leading them and helping them to help themselves.

It is not uncommon for persons who work with people problems to experience Blackburn's disappointment. This course deals with that problem. It gives you simple guidelines which work. It relieves you of the burden of doing everything for people and transfers that job back to the people, where it belongs. This course provides a foundation called community development upon which you can build. It does so by defining terms so you all have the same understanding of community development. It shows how you can help community people acquire "People Power", so they are able to solve their own problems. It helps you to know how to recognize people needs so you can help them to help themselves and it helps to clarify your role as a community leader or community professional so that you can get rid of your frustrations and develop a more effective and satisfying work style.

This course also gives you examples of good community action/development programs from which to learn how you can more easily organize one for your area. It provides you with the basic tools to plan the programs that community people need and want. It shows you how to put your plans into action. In this way, with your help, communities see concrete results. This makes them feel good about themselves and it makes you feel good about yourself.

The course provides guidelines for effective community action. The guidelines may sometimes seem difficult to complete, but if you are patient and use them, success will follow.

Follow-up Skill Training

The course introduces the theory and practice of community development. To implement these guidelines effectively, you will want to learn specific community development skills that help you to work easily with people. These skills are not taught in this course so it would be beneficial to organize follow-up seminars to teach skills like:

Community Development's Tools and Techniques

- Conducting Surveys

    - Needs Surveys
    - Community Attitude Surveys
    - Community Inventories
    - Consumer and Trade Area Surveys

- Force-Field Analysis for Decision Making
- The Nominal Group Process
- Giving Demonstrations
- Developing, Planning and Implementing Community Projects
- Planning Field Trips and Tours
- Designing and Using Simulation Games
- Use of Role Playing
- Fund Raising
- Writing Skills (News Releases, etc.)
- Public Speaking
- Developing and Using Case Studies
- Organizing Town Halls

Motivation and Group and Human Management Skills

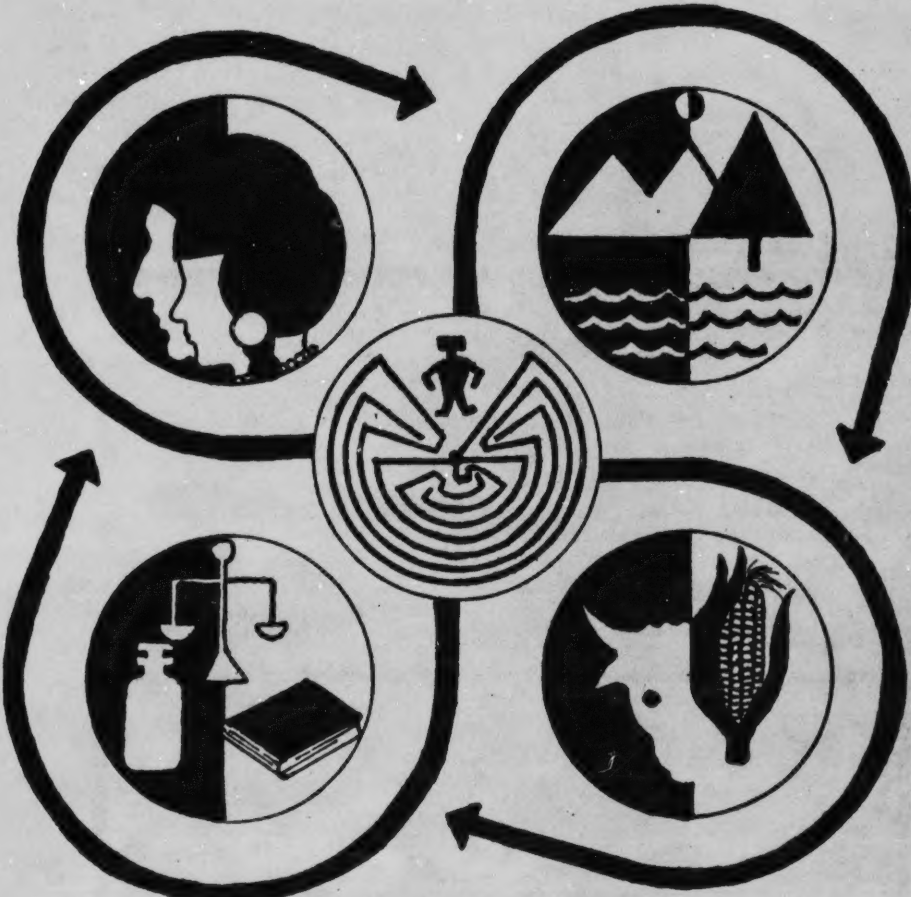
- Selecting and Recruiting Volunteers
- How to Get Citizen Involvement
- Giving Recognition
- Communication Skills that Value Others
- Listening to Improve Communications
- Conducting Efficient and Stimulating Meetings
- Managing Conflict Productively
- Assertiveness Training
- Values Clarification
- Stress Management
- Managing Time Effectively
- Leadership Styles and Management
- Effective Supervision
- Basic Memory Skills

x

- Self-Assessment and Improving Your Self-Image
- Group and Individual Counseling Techniques

Organizational Development Skills

- Management by Objectives
- Improving your Personal and Organizational Image
- Interorganizational and Agency Coordination
- Organizing a Committee
- Writing a Plan of Work
- Setting Goals, Objectives and Priorities
- Program Evaluation
- Organizing and Maintaining Advisory Volunteer Groups
- Budget Prioritizing and Analysis



The Course Logo and its Meaning

...theoretical framework: common ideas and understandings

Community development is founded on basic principles. We call this the theoretical framework. Community development also uses organizational procedures. We call this a community development process. All the principles and the process ultimately lead to a product, a result. This is the bottom line, or as a community member might put it, the answer to the question, "What has it done for me?"

The logo describes five areas where results occur, where community development is implemented. The five areas represent PEOPLE, development of local leadership; providing SERVICES to improve the quality of life; maintenance of ENVIRONMENT so the quality of life may also be maintained; ECONOMIC development which provides meaningful employment opportunities for local people; and CULTURAL ENRICHMENT which emphasizes the "roots" of a population.

This last area symbolizes a unifying force which pulls together the other four areas in harmony with nature's way. The central position of the maze signifies the complexity of community development decision making, especially when local cultural traditions are strong.

Pre-course Questionnaire
Understanding Community Development

A Guide for Native American Community Leaders and Professionals

1. As you work toward the improvement and development of your community or area, what problems and challenges have you experienced? For example, do you have difficulties in working with people, organizations, elected or appointed officials, administrators, program design, implementation or financial support?

2. What have you done to solve the problems or challenges you listed in Question 1?

3. What do you hope to gain from this course?

a) short-term gains (immediately following its conclusion)

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b) long-term gains (6 months - 3 years)

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4. Please list any other concerns you have.

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Component I

Understanding Terms Fundamental to Community Development Work

When we as children first learned to talk, our parents would say a word such as "cup" and touch a cup, and we would repeat the word "cup" and also touch the cup. As we learned to read, our teacher would say the word "sheep" and point to a picture of a sheep. Then we would read "sheep" in our book and think of the picture. This process continues throughout our education and applies to learning experiences on progressively higher levels as we continue to learn. In this part of the course we shall deal with the basic definitions of community development work. In this way we will all build on the same foundation and most misunderstandings will be eliminated.

Section I

Community

COMMUNITY -- Do you live in a community? Where is it and what is it like? We normally think of a community as a place, and sometimes this is exactly true. But it is much more. Take a look at the word, Com - unity. "Com" means "with" and "unity" means "togetherness." So, community is something "with-togetherness."

A COMMUNITY is ---

a group of people living close together.

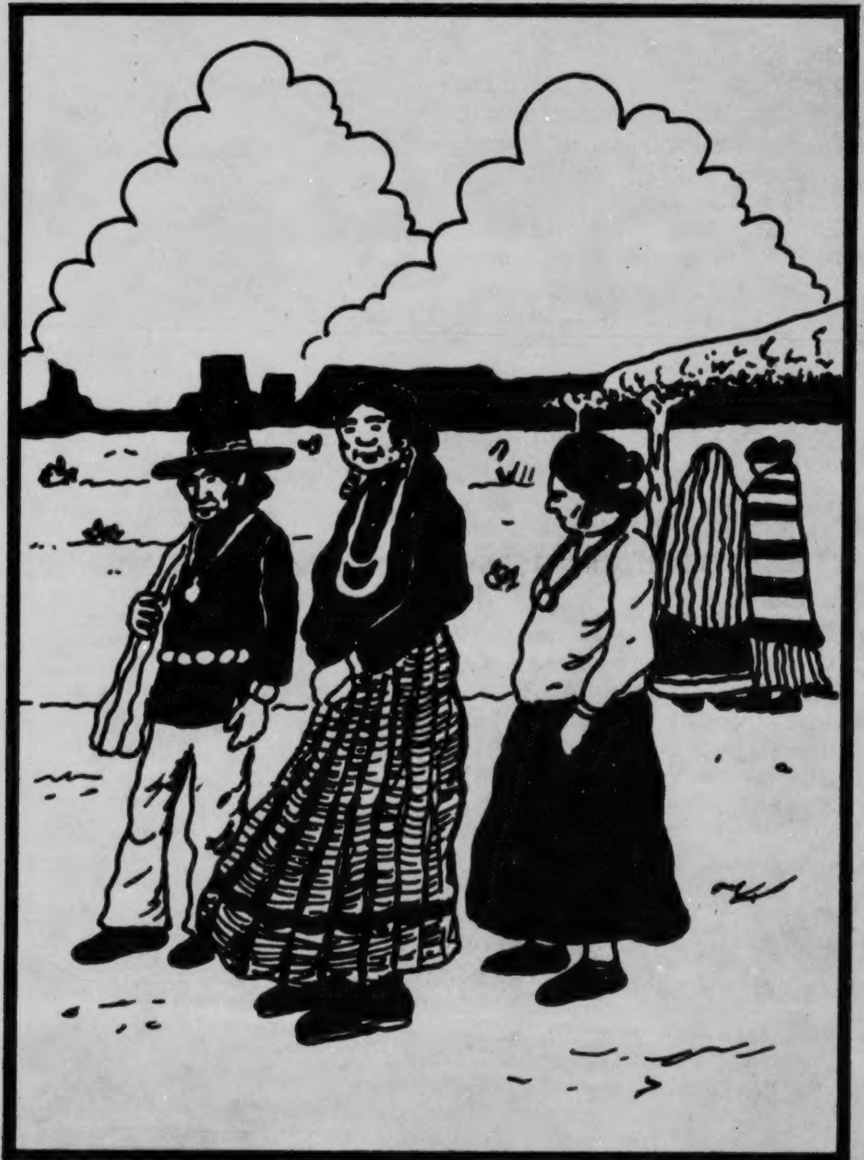
- a chapter
- a town
- an agency
- a social group
- a village
- a reservation
- any political group
- a religious group

Further, a COMMUNITY is ---

a group of people sharing something in common.

- an interest
- a challenge
- a purpose
- a belief
- a problem
- an idea
- a need
- a dream

By this definition a "community" may be only three or four people having something in common. It may be a family grouping or two or three families living close together. It also may be a town with thousands of people. The principles studied in this course, then, can be used by many persons on and off the reservation.



Development

DEVELOPMENT -- The term development sometimes causes controversy. Some people say, "We don't want development. We want to stay like we are." Or, "We like our community as it is, don't bother us with anything new." Others say, "What can I do to improve myself?" Or, "How can we make our community a better place in which to live?"

When we hear "development" we can think of it as:

1. The process of growth and improvement

Sometimes this growth and improvement is natural and flows easily and smoothly.

An individual may decide to clean up his yard or repair his house. Others see this and do the same to their home. A group might decide to build a community center or community storage shed for hay. This type of growth and improvement comes from within the community.

Outside forces sometimes cause growth and improvement. A lumbering or mining operation would create demand for housing and roads and supporting industries. More money would be available for spending. A tribal member who receives a university degree and returns to the reservation may initiate improvements in education or health as a result of their educational experience.

Development, once it begins, often becomes:

2. A process of successive improvement

One person may try new corn seed. If it proves successful others, after cautiously watching, also decide to try it. The power of suggestion or demonstration may have such an effect. This often is called the spillover effect. One person's good fortune spills over to another.

3. Development can be positive or negative

If development meets your particular needs it usually is positive. If it disturbs you, you tend to see it as negative. Negative development may be viewed as being against cultural

3

tradition. If it is frustrating and splits a community or if people are not served, it is seen as negative. Positive development assists people in developing themselves and their surroundings. It preserves the best of tradition and helps the process of working together.

We also see development as occurring when:

4. A problem becomes an opportunity

For example, you are trying to control the water drainage in your community. The people in the community have different views and cannot seem to cooperate. The problem is twofold: 1) drainage control and 2) lack of cooperation among the affected residents. First, the community residents need to cooperate. They need to understand each other's points of view and be able to agree on an action plan. When the people cooperate they will be able to find a satisfactory solution to the drainage control problem. Two types of development have occurred, human and physical. Suddenly you discover that instead of problems you have opportunities. Development, then, is the process of seeing problems become opportunities.

Finally, development is movement and as such:

5. It usually is moving toward a goal

Goals are set by people and should be for the benefit of people, specifically designed to meet their needs. Such movement toward a GOAL should be positive for the majority of people.

Community Development

COMMUNITY DEVELOPMENT -- Having defined "community" and "development", it should be easy to define "community development" as:

1. A group of people living close together, or a group of people sharing something in common, moving toward a positive goal of growth and improvement

If a community is to sustain itself and move toward self-sufficiency, community development needs to be:

...self sufficiency: ability to take care of oneself

2. An educational process designed to bring about planned community improvement

It is a self-learning process. Once people learn the process they can use it again and again. Furthermore, that educational process should be:

3. A process of planned and purposeful improvement of a community by and for the people in the community

Only if local people do it, only if they become involved, will they learn from it. It has been said, "If you are not a part of the solution, you are a part of the problem."

Besides a process, community development is:

4. An action program where community people decide how to use the resources available to them to achieve their goals

So, people learn by doing!

Many people do not participate in community improvement projects. They wait expecting others to do these projects for them. We do not consider this community development. An imposed program which presses the people of a community into a mold is not helpful to them in meeting their needs and wants. In other words, community development is not a program from the top down in which someone from Washington or the BIA or the Tribal Council says: "You do this!" Most people do not like to be told what to do and resist such pressure. Rather, we see community development as a program of cooperation where people work together helping each other so "we can get this project done."

COMMUNITY DEVELOPMENT EMPHASIZES

PEOPLE	RATHER THAN THINGS
COMMUNITIES	RATHER THAN INDIVIDUAL HOMES OR BUSINESSES
PROCESSES	RATHER THAN PRODUCTS
PUBLIC INTERESTS	RATHER THAN INDIVIDUAL INTERESTS
PUBLIC AND GROUP DECISIONS	RATHER THAN INDIVIDUAL DECISIONS

BALANCE
NEEDED

There will be times when the items on the right-hand side of the above chart will be important. The community worker will have to understand the situation, know the people involved and decide where the emphasis should be. Some balance between the left and right sides may be necessary. Nevertheless, the community worker will discover that the people of the community will emphasize the items on the right side. It will be the responsibility of the community worker to create that balance by emphasizing those items on the left.

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Discussion

Review the definitions of:

COMMUNITY,

DEVELOPMENT,

COMMUNITY DEVELOPMENT.

Discuss any questions you have regarding the definitions.

Exercise: Bigwash Elementary School Case Study #1

Read and study the Bigwash Elementary School Case.

1. Identify the community.

2. What kind of development is taking place?

3. Describe and discuss the community development occurring in the case.

(Refer to the definitions in the "Participant's Materials" when answering these questions.)

Case Study #1: Bigwash Elementary School

For the first half of the year, Bigwash Elementary School made do with whatever the newly-built school could provide for the children in the way of physical recreation activity. Buildings for classrooms and the cafeteria were provided by public funds. A few trailers were brought in for the principal and the caretakers of the physical plant so the school could be serviced with heat and electricity, but the grounds and roads were still not prepared adequately for physical activity. The playgrounds were full of clay. When it rained, the ground would become solid mud, which made travel and any kind of activities difficult.

Some of the teachers became very concerned and asked the principal to call a meeting in the school's cafeteria to involve the local parents and the staff as well as the faculty. After several meetings, the people became acquainted and realized the urgency of the problem. Thelma Horton suggested that money be raised for new playground equipment. Jamie Joe said some of the local women could have a food sale and a public dinner. A teacher of one of the elementary classes told the committee that she and other members of the community could stage a garage sale to get rid of things they no longer needed or wanted.

It took some time to get people organized, but things began to happen. At the first event, a fried bread and stew dinner was held. The parents of the school children donated the food and did the cooking. They used the school's cafeteria and dining hall for the preparation and dinner. It was quite a success.

At the next meeting, there was further discussion about continuing the sale of goods to raise more money for the playground equipment and some indoor table games for the children when the weather was bad.

Several food and garage sales followed, and games like cake walks were held to add extra cash. As more and more people learned of these activities, more people came to help out in whatever way they could. Children were especially anxious to tell their parents so they, too, could come to the games and fun.

After several months, the committee decided it had acquired enough funds, so they purchased the play-

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ground equipment and installed it in the areas where cement had been laid. Enough money was left over to buy bats, balls, gloves and other sports equipment.

To celebrate the success of the recreation fund drive, the school and local community people held an open house with free dinners for all.

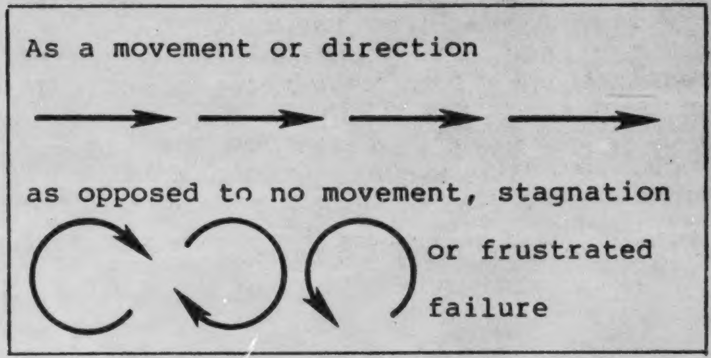
Section II

Process

Since process is so important in community development, it is essential for community workers to fully understand what we mean by process and how it works.

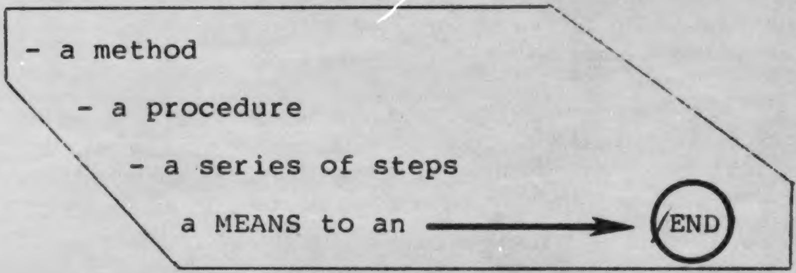
There are four ways to think of PROCESS:

1. As a movement or direction



as opposed to no movement, stagnation or frustrated failure

Such movement involves:



- a method
  - a procedure
    - a series of steps

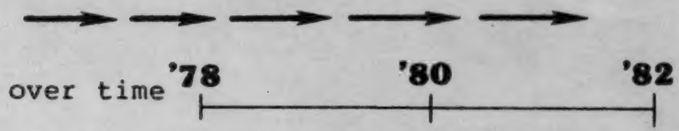
a MEANS to an END

Goal

The end is usually the set by the people, the community. The GOAL may be a product such as a council building. The community worker assists the people in achieving their goal by helping them with a method, a procedure, a series of steps. The worker provides the means which lead to the end product.

Another way to think of PROCESS is:

2. As continuing movement occurring



over time

or through a series of events

Usually, the process is fairly clearly defined. It may be a planning process as outlined and explained under the last two components of the course. Sometimes it is called a problem solving process. Because it is a continuing movement occurring over time with events affecting it, the community worker needs to be flexible. It may be that the order will have to change or some steps will have to be eliminated to meet the special circumstances of the project. The process is important because once people experience and learn the process, they will be able to use it over and over again in solving other problems. Another way to think of PROCESS is:

3. As changes taking place in society as a result of the movement

We usually think of changes in society as referring to products such as new buildings or wells. This will be discussed in the following section, but here we mean changes taking place in people (individuals and groups). The community worker leads the people through the process and allows the people the opportunity to experience achievement. Once they experience a success, they begin to gain self-confidence. They feel good about themselves. They know that they can do most anything they set their minds to do. People learn that they cannot build a road or council building alone. It takes many people working together. The community worker guides them through the process of learning how to work together. They learn that it is essential to identify the real needs and inventory the resources that are available before setting goals and making plans. The change taking place in society is that people discover that they are important, that they have the ability to help themselves. People learn that they no longer

..inventory: to identify and put in a list

have to be just followers, that they can be leaders. Process, then, includes leadership development. We can also think of PROCESS as:

4. a "recipe"

or

a "set of instructions."

A recipe tells you what ingredients to use and how to put them together in the right amounts. When you follow the recipe your product is a delicious cake or a tasty stew. After that, whenever you use the recipe (process) you will again have a delicious cake or a tasty stew. A set of instructions helps you assemble a product. If you buy a bicycle from a mail order catalog, it comes in a carton partly assembled.

As you follow the instructions (process) and assemble the parts you will soon have a bicycle ready to ride.

The community worker is concerned with the process of getting a job done. He is concerned with how people solve their problems.

The following community development process phrases help us to understand process.

COMMUNITY DEVELOPMENT PROCESS PHRASES

--- Helping others to help themselves

--- Building leadership rather than taking leadership

--- Working yourself out of a job

--- Leading from behind rather than taking charge

--- Building up others rather than building up yourself

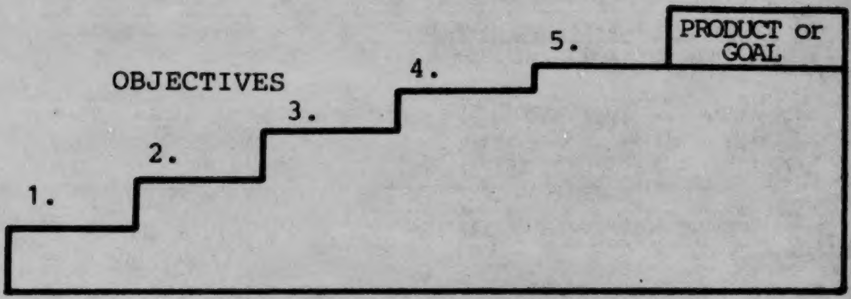
--- Working with others rather than doing for others

--- Helping people to take responsibility for decisions rather than having outsiders impose decisions upon them

These phrases indicate that local leadership is being helped to gain process skills in "how to" get the job done. Once the community worker leaves, the local people are able to carry on. They are not dependent on the community worker. In learning the process skills and gaining self-confidence they have become leaders.

Product

Product is also important in community development. When they realize they have a product, (something concrete that can be seen, touched and used), community residents will have a sense of achievement. That sense of achievement will encourage them to continue on in their project and complete it. A project usually has a final goal or product. Objectives are steps along the way.



As objective 1. is achieved, you experience a sense of accomplishment. Then as your self-confidence grows you are ready to tackle the next objective and before long you confidently reach the goal or product.

The people of the community are mainly concerned with the product, which may be a firehouse, a park, a community building, a new road or bridge.

Although the community worker is mainly concerned with the process, he must also be concerned about reaching the product. If the people achieve their goal (product) they will remember that the community worker helped them. Administrators and supervisors also want to see products (results).

Discussion

Review the definitions of process and product.

Discuss any questions, problems, personal or professional difficulties you have regarding the "definitions."

Section III

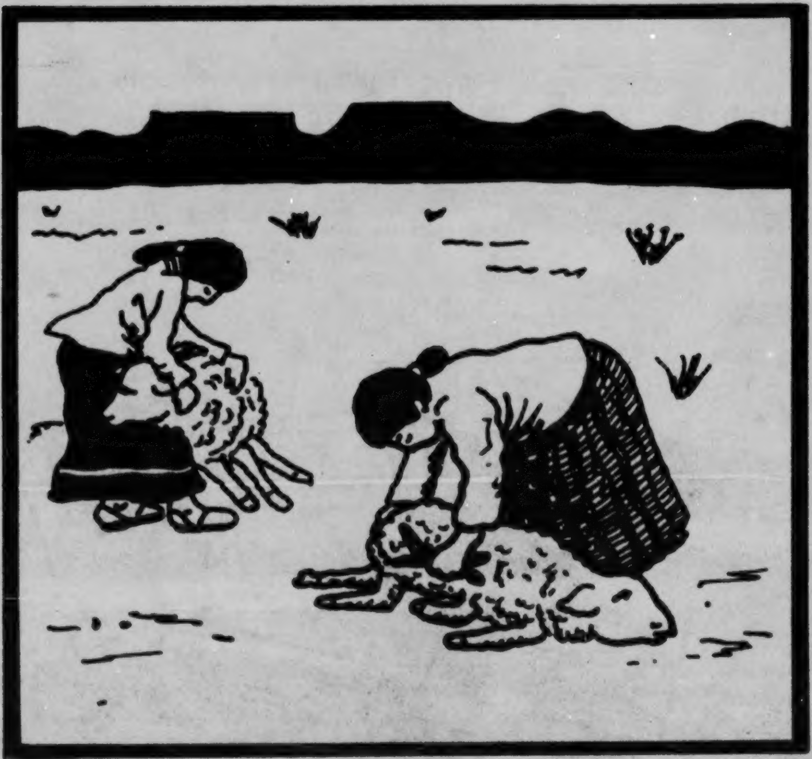
The following project includes both a process and a product. Remember, the process deals with project organization. The product deals with project results.

Project Name: Regional Sheep Shearing Training Program

The steps of the project are:

1. Identify the Problem.

   - marketing of low quality, soiled wool and lower quantity of wool because of poor shearing practices. This results in lower wool prices, less income and little incentive to improve.



2. Identify the Need.

   - special sheep shearing training to overcome the problem.

3. Decide on a Training Program.

4. Secure Local Sponsoring Groups.

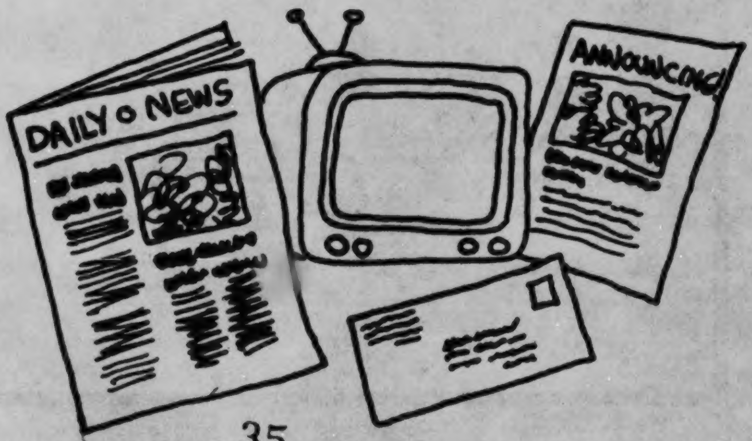
5. Assist in Planning Goals and Implementing a Training Program.

Community Worker Reminders

- Deal with the needs that local people identify.
- Keep local people involved during each step of the process.
- Introduce the overall goal but work on one objective at a time.

6. Implementing the Training Program.

   - secure the instructor (trainer).
   - select responsible local coordinators.
   - invite participants (trainees).
   - arrange sites and dates for training.
   - publicize training programs through local communication channels (newspapers, radio, TV, word of mouth, letters, posters and other means).



PROJECT GOALS

1. - To develop local leadership for future projects through the process outlined above
2. - To assist local people in achieving their goal
3. - To improve marketing and to increase wool prices
4. - To allow people to express themselves through the acceptance of responsibility *

* (Respons-ability) - Feeling comfortable in responding to project challenges; using natural ability in responding

Exercise:

Review the Project: Regional Sheep Shearing Training Program.

1. Classify the 6-step organizational program and 4 Project Goals by process and product orientation. Which describe process and which describe product?

____

____

____

____

____

____

____

____

____

____

2. Share your answers with the small group and come to a consensus (agreement).

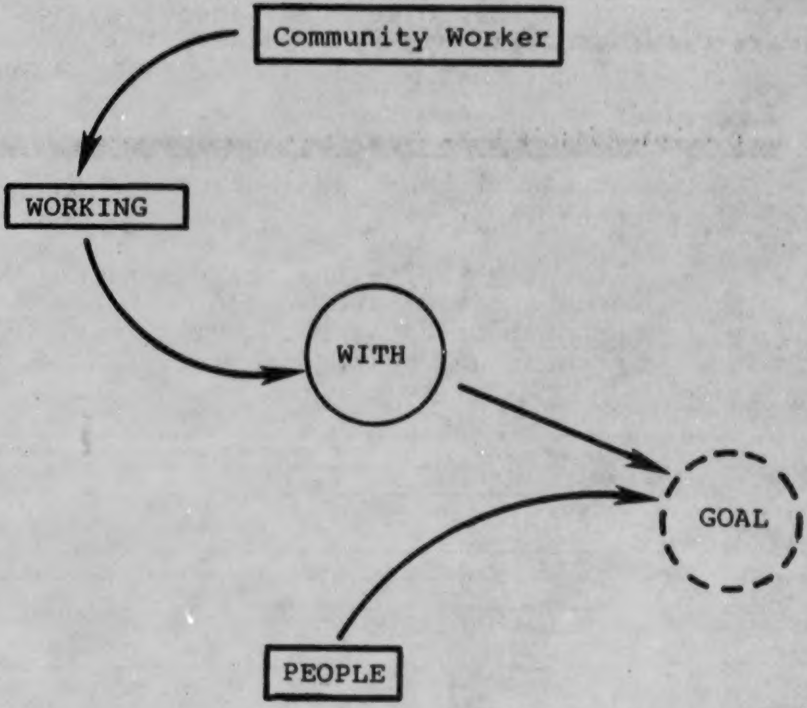
Section IV

Community Worker - People Relationships

It is the responsibility of the community worker to insure that community development, as defined above, happens. It is the worker's responsibility to insure that the process of community development occurs so that the community reaches its product (goal).

Three relationships between the community worker and the people are outlined and described below. In line with what we have already studied, you will discover that the first relationship is best.

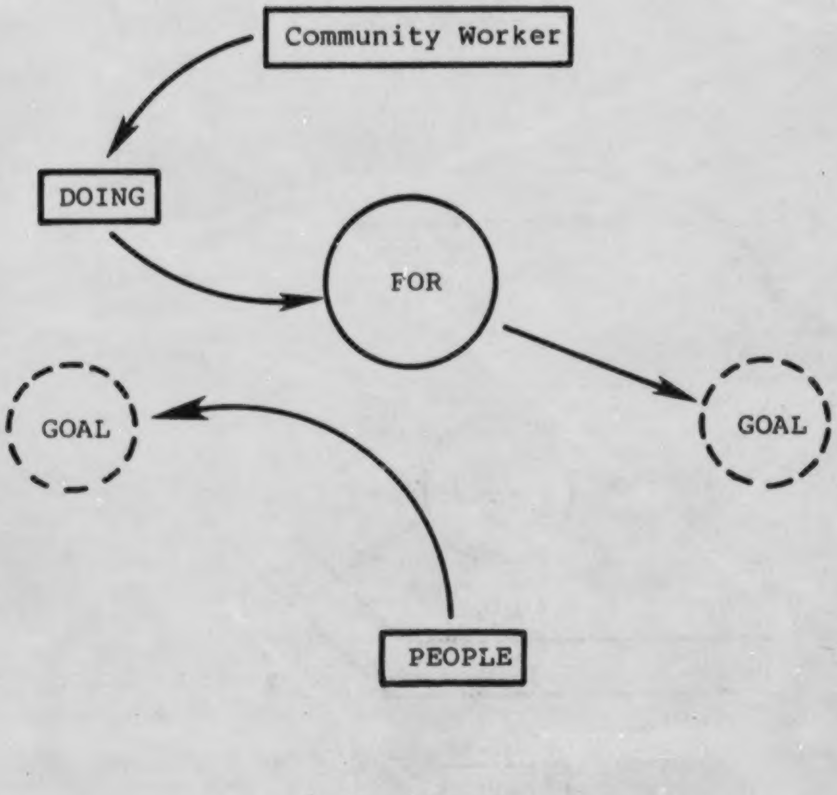
THE "WITH" RELATIONSHIP



In the above illustration we see the "community worker" at the top and the "people" at the bottom. The "community worker" is working with the "people." As a result, all the arrows very smoothly point toward the same "goal." For example, when the authors initially received a request to do this training, they could have gone to their offices, sat down and written the materials which they thought the local community development program wanted. But they did not do this. Rather, they set up a meeting and spent about two hours listening to and discussing the needs and problems of the Local Community Development Program. Then they returned to their offices and developed the materials to meet the needs and problems. The authors worked with the leaders of the Local Community Development Program. They were not set apart as being the experts or superior to the local leaders.

> Working with is a cooperative educational process wherein the "community worker" and the "people" of the community mutually support each other and together strive to solve a problem faced by the "people."

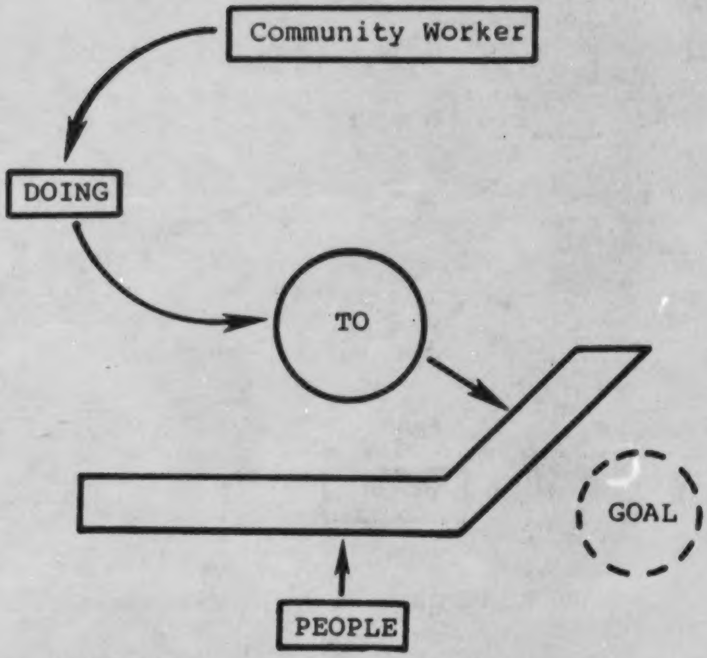
THE "FOR" RELATIONSHIP



In this relationship we see the arrows from the "community worker" smoothly moving toward the "goal" which he sets. The arrow from the "people" moves in the opposite direction toward a different "goal" and the two never meet. For example, had the authors not met with the Local Community Development Program leaders after the initial request and proceeded to write the course materials based on what they thought were the needs and problems of the Local Community Development Program, they would have been doing something for the "people." In such a case illustrated above, the "goals" of the "people" and "community worker" might have been different. In this relationship the "community worker" assumes the role of expert and does not work with the "people."

Doing for may set up a situation where the "community worker" and "people" tend to move in different directions because the community members have not had the opportunity to express their views and be involved in the planning.

THE "TO" RELATIONSHIP



In this relationship the arrows never reach a "goal". They run up against solid resistance (walls of iron) and stop. No action occurs. No product is reached. For example, had the authors gone to the leaders of the Local Community Development Program without having received a request for assistance and told them, "We have written a training course for you and want to teach it to your Local Community Development Program workers," walls of suspicious resistance probably would have developed. In this kind of situation both the "people" and the "community worker" fail to reach their "goals".

> Doing to another tends to create a resistance on the part of the "people" of the community whom the "community worker" desires to assist.

Resources

Dunn, Douglas. *How to Motivate People in Volunteer Groups*, Series of 9 Keys. Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1978.

Robinson, Jerry W. *Process Skills Publications*, Module of 11 booklets. University of Illinois, Department of Agricultural Economics, 305 Mumford Hall, Urbana, Illinois 61801.

Schnabel, Rudolph K. *Case Studies in Nonformal Education, No.'s 1-4*. Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1976.

Discussion

Review the with, for and to relationships between the "community worker" and "people". Discuss any questions you have regarding these relationships.

Component I Summary Exercise: Benson at Roundtree, Case Study #2

A. Read carefully the case of Benson At Roundtree.

1. Discuss with your small group the issues below:

   a) In the light of what you studied in Sections II, III and IV, discuss Benson's approach and actions.

   ____

   ____

   ____

   ____

   b) Did Benson emphasize product or process? Discuss.

   ____

   ____

   ____

   ____

   c) Did the people of the community emphasize product or process? Discuss.

   ____

   ____

   ____

   ____

   d) What kind of relationship did Benson have with the people of Roundtree? Discuss.

   ____

   ____

   ____

   ____

2. Write a list of suggestions you would make to Benson if you were his supervisor.

____

____

____

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____

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____

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____

____

____

____

B. (If Time) Discuss the type of Community at Roundtree and the type of development needed there.

Case Study #2: Benson at Roundtree

Benson was a new community worker who had been hired because he had undergone some specialized training in educational techniques. He was assigned to Roundtree Area because there was an opening there. Roundtree was rather isolated. Most people in the area were herders. Incomes were low. Services such as water, roads and sanitation were limited.

Benson spent his first year on the job getting acquainted with people. During this period he also did a personal and informal survey of living conditions and problems in Roundtree Area. Sitting in his office he outlined plans of how to help people in the area. Then he called a meeting.

Being curious, many people attended. At the meeting Benson made a lengthy presentation identifying the major problems and suggesting solutions. He said, "Friends, I've done a lot of thinking about the problems of Roundtree Area and have decided that what we need is an organization so we can get to know each other better. We could have movies and picnics. I could get people to come in from headquarters to present programs. In this way we could all get better acquainted. Now if there are any questions I would be glad to answer them."

After a few questions and some general discussion, Benson suggested that they hold another meeting to discuss their plans further. Benson called a second meeting the following month. Three people showed up.

Component II

Understanding the Place of People in Community Development Work

The community worker would not have a job unless there were people to work with. Communities would not exist unless people lived and joined together in meaningful activities. All of life means people. We work to feed, clothe and house ourselves and our families. We play to have fellowship with others. As we learn to love ourselves we learn to love people around us. Since people are so important in community development work, the community worker needs to understand them. Once we understand ourselves, we can begin to understand others. Unless we understand ourselves, others and the needs of people with whom we work, we will be less than successful in our community development work. In this component we shall deal with the fact that community development is a people program. We shall learn how to work with people more successfully by gaining a better understanding of their needs. Finally, we shall discover how people carry out different types of community development work.

Section I

Community Development as a People Program

True community development is a self-help program. It comes from within the community.

--People initiate improvement programs.
--People implement improvement programs.
--People are the recipients of improvement programs.

Successful community improvement programs happen when....

--People have: trust,
understanding,
communication,
fellowship.

Fellowship means working together closely. When people communicate, they learn to work together. Communication occurs when people understand each other. Understanding grows out of a trust relationship. If the people of the community do not have these qualities, part of the community worker's job is to help make them happen. (See pages x and xi of the Introduction for suggested skill training.) Successful community improvement programs also happen when there is:

- Consensus
- Cooperation
- A Kind Word
- Encouragement
- Acceptance
- An Expression of Love & Concern

A kind word, an expression of love and concern, encouragement and acceptance help keep people on track and working together. When people know they are appreciated, that they are doing a good job, that another person cares about them as they are, they will not quit. Rather, they will cooperate even more and it will help them to reach consensus as a group. As is traditionally true in Indian society, an agreement by opinion (consensus) is far superior to a vote. In matters of community development, this is also true.

Discussion

In what way do people in your area (community, chapter, etc.) carry out community development projects? In what way do they become involved? How do the leaders deal with people? How do they encourage trust and understanding? How are acceptance, love and concern expressed and encouraged?

Section II

Understanding People's Needs

One task of the community worker is to help motivate people to participate in community affairs. People become involved because they want to, because they have a reason, because by becoming involved they are fulfilling a need which they have. In attempting to motivate people, the community worker needs to understand how people function, to know where they are at a particular time and to know their needs.

...motivate: to cause someone to want to do something

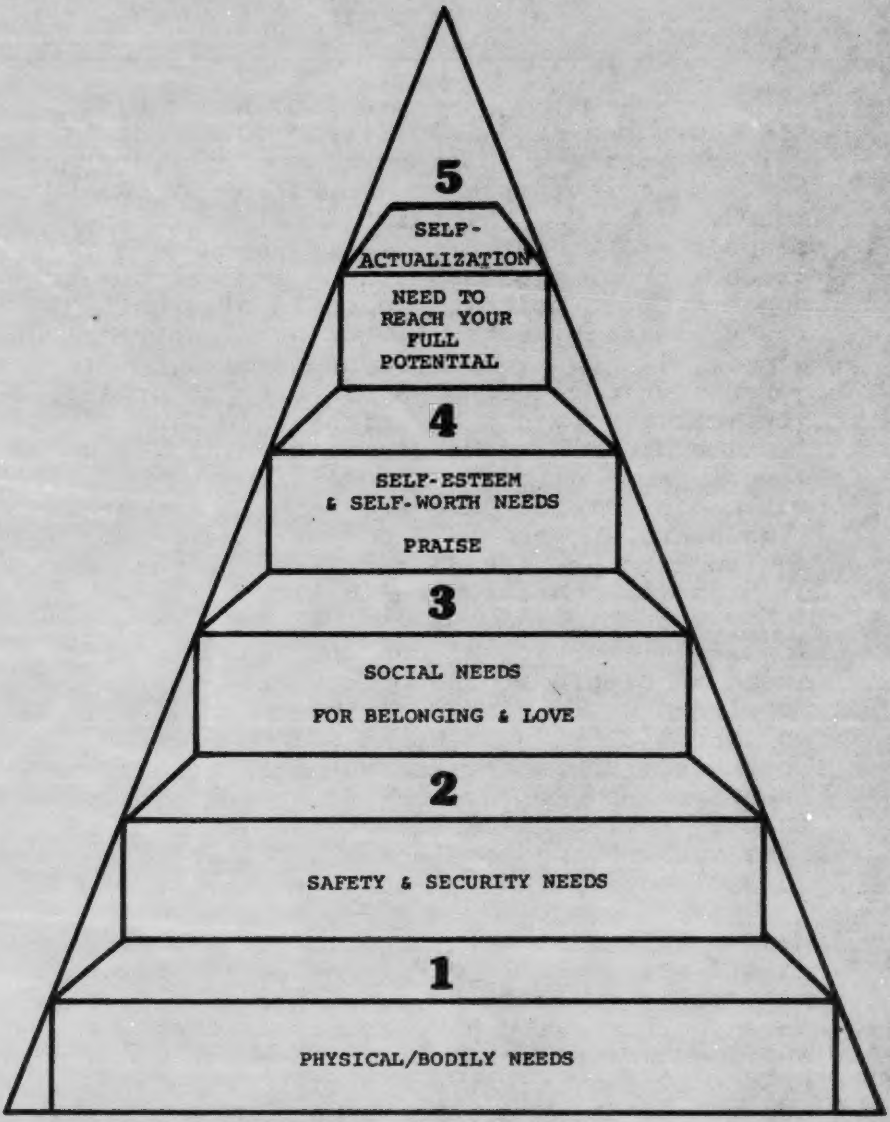
Abraham Maslow, a psychologist, has carefully studied human needs and developed a tool to help us better understand how to motivate people. We call this MASLOW'S HIERARCHY OF HUMAN NEEDS. The term "hierarchy" refers to an arrangement of related items in which each is given a ranking of importance from bottom to top or top to bottom. We could also call Maslow's Hierarchy a "system of human development." Almost all jobs in private companies, or in government bureaucracies, tend to be organized vertically, or in a hierarchy. In your organization or tribe some are workers, some supervisors, some directors, some managers. In local organizations some are members, there is a treasurer, a secretary, a vice chairperson and a chairperson or president. These are hierarchies of organizational responsibility.

In life, in organizations and in government there are more people at the bottom and fewer and fewer people as we move from the bottom up. This is why the HIERARCHY OF HUMAN NEEDS is shaped like a triangle. Steps are indicated in the triangle because we tend to move upward in the system in steps. Moving up the steps is a measure of personal growth and development. It is also a measure of social and economic growth.

Maslow says that self-actualization is an ideal toward which we all strive as we attempt to become fully functioning human beings. In fact, he says that although it seems that growth toward self-actualization is easy; in practice, it rarely happens. He estimates that less than 1% of the adult population ever achieves complete self-actualization. Nevertheless, each of us can experience some degree of self-actualization. As we achieve the lower needs of Maslow's Hierarchy, we begin to replace them with higher needs. Everyone in a community is not at the same level. It is the task of community workers and leaders

...self-actualization: becoming what you have always wanted to be to recognize what needs people have and help them satisfy those needs through participation in community projects. To motivate a person, you need to appeal to his or her priority needs. It takes careful listening to hear what interests a particular person.

The two diagrams that follow briefly explain each step in Maslow's Hierarchy.


5
SELF-ACTUALIZATION
NEED TO REACH YOUR FULL POTENTIAL
4
SELF-ESTEEM & SELF-WORTH NEEDS
PRAISE
3
SOCIAL NEEDS
FOR BELONGING & LOVE
2
SAFETY & SECURITY NEEDS
1
PHYSICAL/BODILY NEEDS

**Understanding People's Needs
(Maslow's Model)**

Self-Actualization

⑤

Need to Reach Your Full Potential

Need to do the best you can. The desire to be the person that nature and your people need you to be - (creative, spiritual, educated).

④

Self-Esteem & Self-Worth Needs

Praise

The desire for strength, freedom and independence and support of nature's ways and learnings. . .and second, the desire for reputation, recognition, attention.

③

Social Needs

for Belonging & Love

The desire to have affectionate relations with people and to have a place in the family and other groups. . .includes both giving and receiving love.

②

Safety & Security Needs

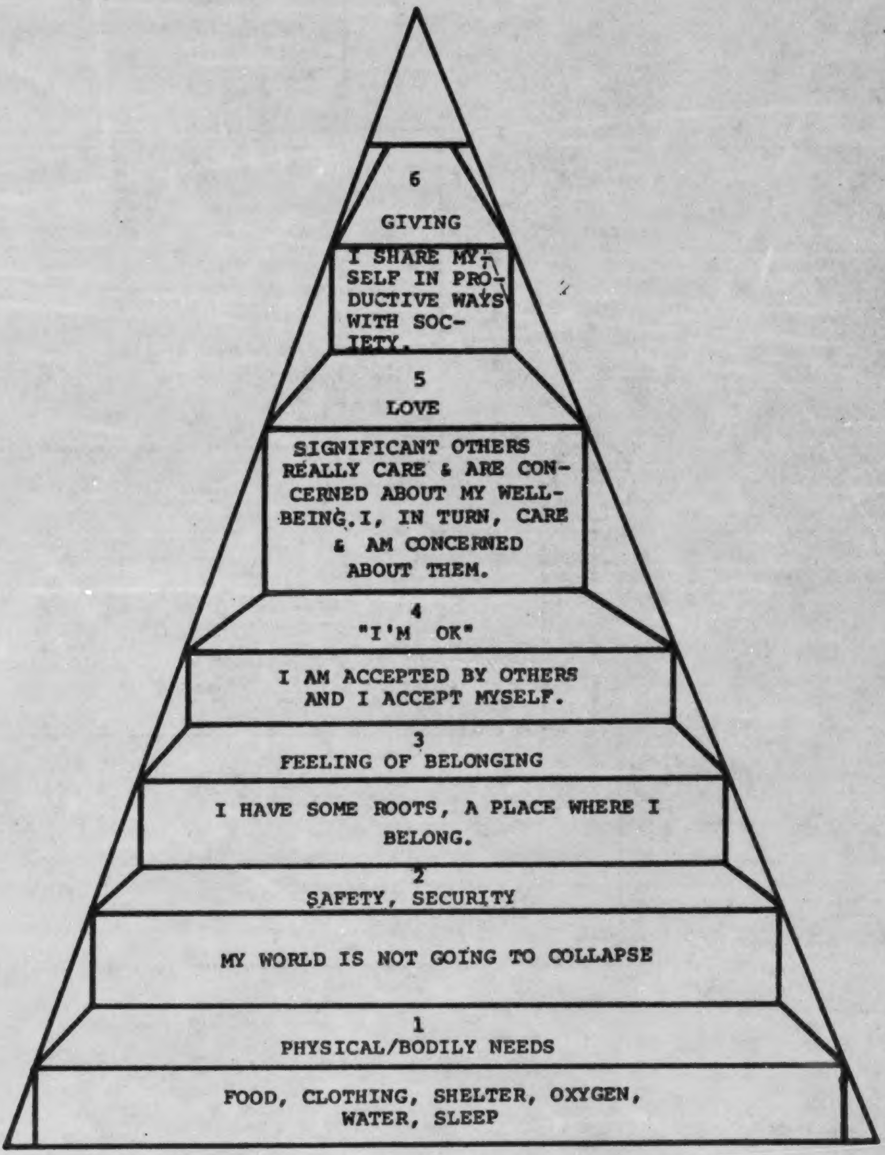
Desire for peace, protection, lack of danger or threat, stability and security. We want a predictable world---job protection and old age security within nature's way.

①

Physical/Bodily Needs

Desire for food, clothing, shelter, oxygen, water, sexual satisfaction and sleep.

An alternative to Maslow's Hierarchy of Human Needs has been developed by Carolyn J. Hathaway, a Cooperative Extension Home Economist. Although similar to Maslow's Hierarchy, it is different enough so that it may speak more directly to some of you.


6
GIVING
I SHARE MYSELF IN PRODUCTIVE WAYS WITH SOCIETY.
5
LOVE
SIGNIFICANT OTHERS REALLY CARE & ARE CONCERNED ABOUT MY WELL-BEING. I, IN TURN, CARE & AM CONCERNED ABOUT THEM.
4
"I'M OK"
I AM ACCEPTED BY OTHERS AND I ACCEPT MYSELF.
3
FEELING OF BELONGING
I HAVE SOME ROOTS, A PLACE WHERE I BELONG.
2
SAFETY, SECURITY
MY WORLD IS NOT GOING TO COLLAPSE
1
PHYSICAL/BODILY NEEDS
FOOD, CLOTHING, SHELTER, OXYGEN, WATER, SLEEP

Understanding People's Needs (Hathaway's Model)

What follows further describes HATHAWAY'S HUMAN NEEDS HIERARCHY:

WHEN

I have enough food, clothes to wear,
and a place to call home. . .

WHEN

I feel safe, at least most of the
time. . .

WHEN

I even feel like I belong sometimes,
in some places. . .

WHEN

some folks who are important to me
love me and other folks, even though
they may not love me, think that "I'm
OK"...then I even think "I'm OK,"
at least most of the time. . .

WHEN

I think "I'm OK!"
I feel free to be me.
I know I have talents,
something to offer,
and I'm eager to give; if others will
benefit.
I believe I can do most anything I set
my mind to.
I can feel with others and express
what I feel.
I can share
and discover new solutions to my
own problems, and the problems of
others.

IN FACT, WHEN

I believe "I'm OK!" and think about
what I might be able to accomplish,
I get a good feeling all over!

Resources

Maslow, Abraham H. *Motivation and Personality.* New York: Harper & Row, 1954.

Discussion

1. Review the Maslow and Hathaway Hierarchies of Human Needs.
2. Discuss any questions or comments you have.

Exercise: Understanding People's Needs

1. Choose the hierarchy of needs that you like best.
2. Individually complete the exercise, Understanding People's Needs.
3. Divide your small group according to the hierarchy of human needs chosen. You should have two groups, the Maslow Group and the Hathaway Group.
    a) Discuss the exercise, coming to a consensus, so you will understand the best answers.
4. Make a list of the ways that you could use this information in your work.

Understanding People's Needs (Maslow's Model)

HOW GOOD ARE YOU AT UNDERSTANDING PEOPLE PROBLEMS? READ THE FOLLOWING STATEMENTS, AND DECIDE WHAT NEEDS ARE NOT BEING MET.

NEEDS:
A) PHYSICAL/BODILY NEEDS
B) SAFETY/SECURITY NEEDS
C) BELONGING, LOVE, SOCIAL NEEDS
D) SELF-ESTEEM/SELF-WORTH NEEDS
E) SELF-ACTUALIZATION/REACHING YOUR FULL POTENTIAL

ANSWER COLUMN

1. Before I drive the local officials to tribal headquarters, I want to see the insurance policy to make sure I'm covered. ______

2. I'm not sure I want to continue working with him, he expects too much. Just a little mistake and out comes the criticism. ______

3. I will have to quit as a volunteer. I need the time to work so I can put food on the table. ______

4. I don't feel I can continue as a community worker. Some of the others make promises and break them. That reflects on me as a leader. I don't feel right about that. ______

5. Doing the same old thing year after year with the local people has its rewards, but I want to do something more creative. ______

6. When I worked in the area where I grew up, people really cared about me. Here they only treat me as a resource person. ______

7. I do as much for the organization as anyone. Why do they still dump all the unpleasant jobs on me? ______

8. One more night meeting like this and I think that I'm going to collapse. ______

ANSWER COLUMN

9. I've been doing this job for 10 years now. Yet people treat me like an outsider. ______

10. I've been with the program for a full year now and the supervisor still doesn't know my name. ______

11. Even if you paid me, I wouldn't go up that ladder to paint the exhibit building. It's liable to collapse. ______

12. Being a volunteer has its rewards, but I want the challenge of being a community leader. ______

Understanding People's Needs (Hathaway's Model)

HOW GOOD ARE YOU AT UNDERSTANDING PEOPLE PROBLEMS? READ THE FOLLOWING STATEMENTS, AND DECIDE WHAT NEEDS ARE NOT BEING MET.

NEEDS:

A) PHYSICAL/BODILY NEEDS
B) SAFETY, SECURITY
C) FEELING OF BELONGING
D) I'M OK
E) LOVE
F) GIVING

ANSWER COLUMN

1. Before I drive the local officials to tribal headquarters, I want to see the insurance policy to make sure I'm covered. ______

2. I'm not sure I want to continue working with him. He expects too much. Just a little mistake and out comes the criticism. ______

3. I will have to quit as a volunteer. I need the time to work so I can put food on the table. ______

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11. Even if you paid me, I wouldn't go up that ladder to paint the exhibit building. It's liable to collapse. ______

12. Being a volunteer has its rewards, but I want the challenge of being a community leader. ______

Section III

Understanding How People Carry Out Community Development Work

In Component I we defined community development as:

a group of people living close together, or a group of people sharing something in common, moving toward a positive goal of growth and improvement

an educational process designed to bring about planned community improvement

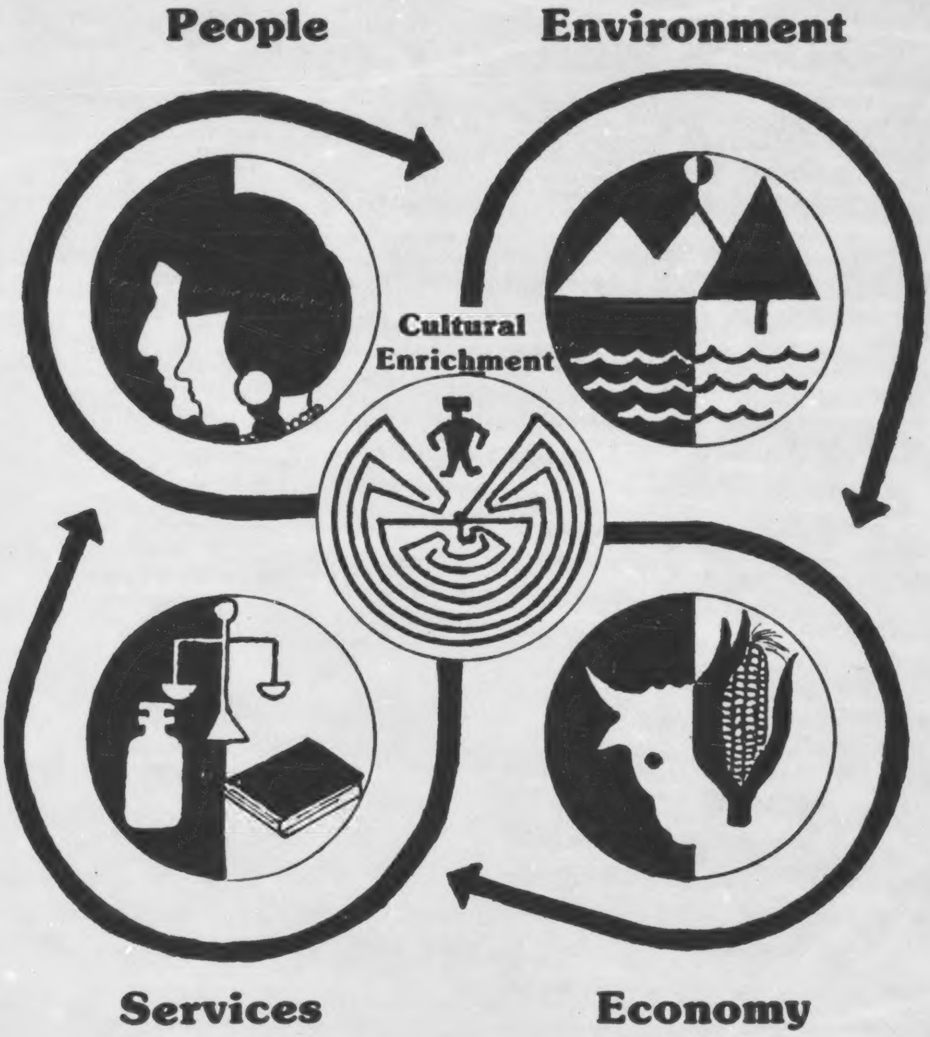
a process of planned and purposeful improvement of a community by and for the people in the community

an action program where community people decide how to use the resources available to them to achieve their goals

...logo: a symbol or sign representing an idea or organization

Throughout the United States, Extension Community Development is traditionally carried out in four general areas: PEOPLE, ENVIRONMENT, ECONOMY and SERVICES as symbolized in the logo. We have added a fifth area for this course--CULTURAL ENRICHMENT. This last area is symbolized as a unifying force pulling all areas together in harmony with nature's way. The central position of the maze signifies the complexity, yet the importance of cultural enrichment when local community development decisions are made.

Dividing community development work into these five areas provides neater categories as we plan our projects and report on them.


People
Environment
Cultural Enrichment
Services
Economy

As we continue to understand community development, people remain uppermost.

Area I - People

Community development offers opportunities for people of all ages, educational levels, social, economic or religious groupings to participate in identifying and solving their problems. In doing so, people go through a PROCESS of accomplishing their goals.

Through the community development PROCESS* people learn many gems of wisdom, among them the following five:

1. People learn that they can improve and develop their community.

Using the community development PROCESS this is exactly what will happen.

2. People learn to understand and appreciate different individual and group needs and interests.

As participants understand and appreciate these needs, they will discover that they can be more effective.

3. People learn how to deal with conflicts for the benefit of all.**

Learning how to turn conflicts into constructive and cooperative behavior will build a stronger community development program.

---

*The PROCESS will be fully discussed in Component V.

**These skills can be taught in follow-up sessions to this course.

4. People learn the practice and skills of group discussion and participation.**

People do not like to be talked to for hours on end. Doing this will drive people away. Give people a chance to participate and express their opinion and you will develop a solid people-centered community development program.

5. People learn to build communities with better services for their citizens.

As people understand each other better, learn how to deal with each other and develop group participation skills, the process of improving their community also begins. People and process go together.

Area II -
Environmental Maintenance and Improvement

Environment is the natural world in which we all live. It includes the mountains, valleys, streams, deserts, forests, wasteland, wildlife, vegetation, sky, lakes and all that is around us. The whole natural creation is a part of the environment, including human beings.

Since environment and people are closely interrelated, it is the task of the community worker to assist in the PROCESS of maintaining and improving the environment.

Through community development people learn how they can help:

1. Develop recreational opportunities

**These skills can be taught in follow-up sessions to this course.

Although people work to primarily provide food, clothing and shelter, play is essential to overall personal growth.

2. Maintain forests and wildlife

Maintenance includes use of resources to meet our needs today and also management for use by future generations.

3. Conserve natural resources

...conservation: care and protection

Conservation allows maximum use over a long period of time.

...comprehensive land use planning: making complete plans for the best uses of the land

4. Develop comprehensive land use planning

Such planning allows for the best possible use of our land in line with our needs and nature's way.

5. Balance our ecology

...ecology: the art of living in harmony with nature

Ecology is the relationship between living things and the world in which they live. When this balance is upset, the natural world is also out of balance.

..pollution: the unclean and unhealthy

6. Control pollution

Pollution upsets the natural order of the environment. It is often man-made and is therefore subject to man's control and correction.

7. Improve the quality of life

Quality of life has many meanings. People understand it differently. To some it is beauty, to others love, to others more money and greater choices.

The previous boxed phrases represent products which people, through the community development process, can help maintain and improve.

Area III - Economy

Communities usually exist because of economic activity (opportunities for work). People live on the land, herd cattle or sheep, grow crops or hunt because they feel they can make a living doing this. In order for communities to improve and develop, people need to have jobs, make money and support themselves and their families. Community development assists in the process of economic development planning and decision-making. Without the primary* job-producing businesses or industries**, funds would not be available to hire the community development worker.

As community workers carry out their jobs using the community development process, people learn how to plan for and implement programs for:

1. Industrial development

and

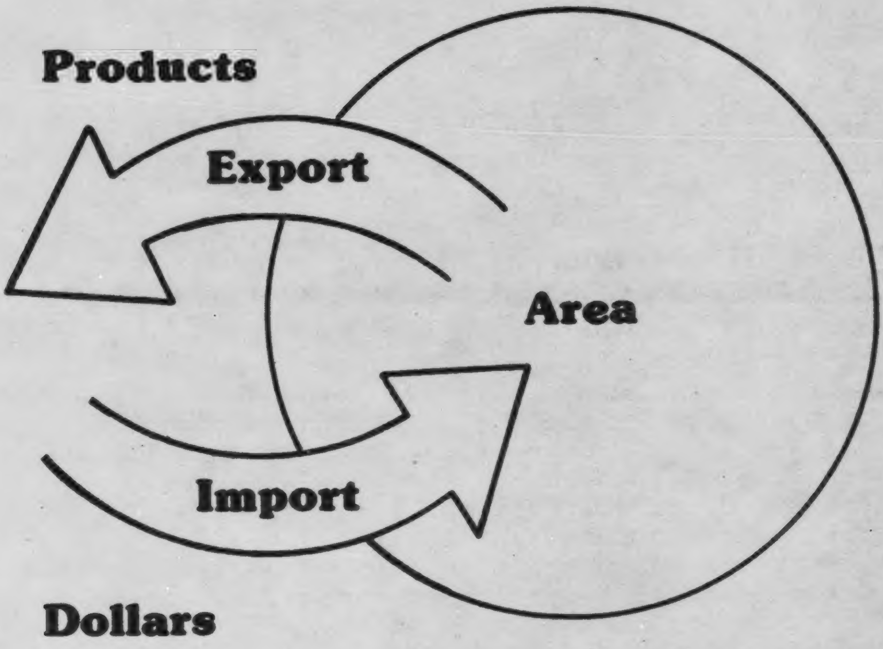
2. Natural resources development

These are primary types of development programs. They usually send products out of the area and bring dollars back into the area. In other words, they export products (lumber, coal, furniture, computers) and import dollars in return for such products.

---

* Equivalent terms in usage are: "basic," "export" or "direct."

**Government transfer payments in the form of grants, welfare and other subsidies may temporarily supplement or substitute for primary job-producing economic activity.



3. Tourism development

Outsiders come into your area (community, reservation) and spend their dollars for tours, admissions, craft items and so forth. This also is an import of dollars.

4. Business & services development

Businesses that sell groceries, clothing and other consumer goods create jobs. Services (gas, oil, repairs, for autos, radios and so forth) also create jobs as they provide services to the people.

...implement: to carry out or do

Again, the community worker's job is to help people prepare to implement development programs. The worker also needs to keep a balance between process assistance to them and their ability to achieve concrete development which is the product.

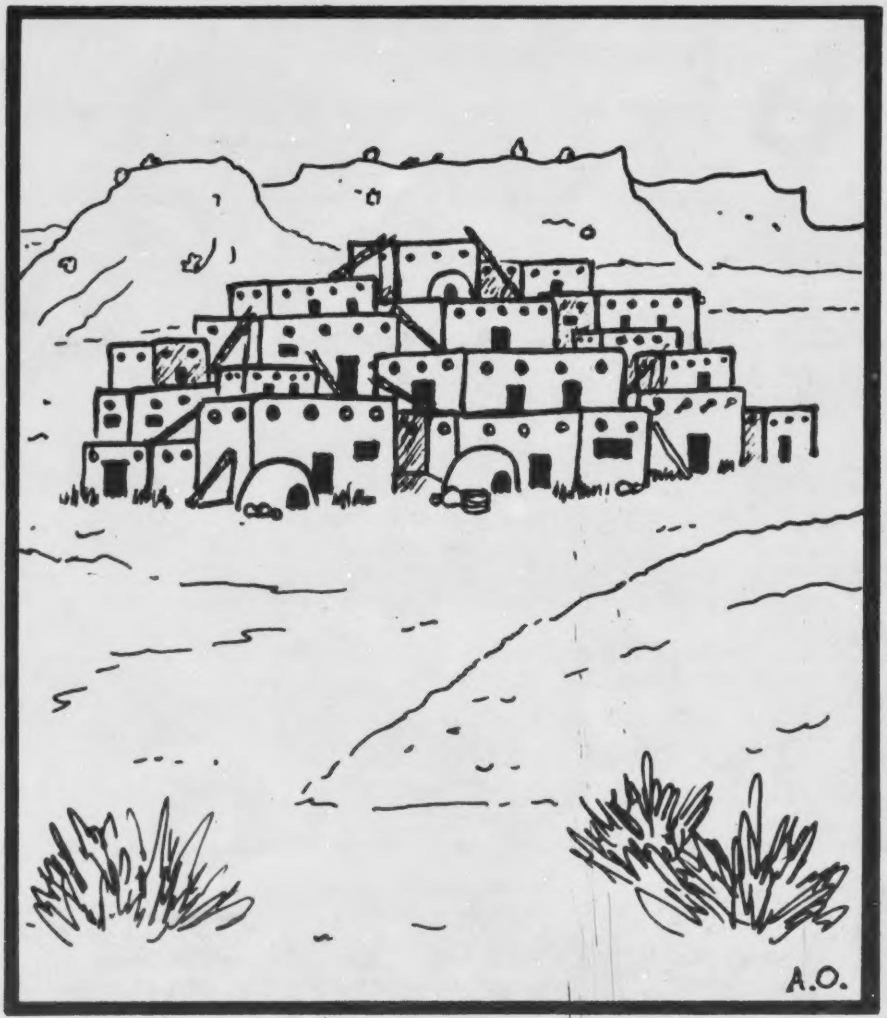
Overall, economic development should be planned to lead toward better living conditions.

Area IV - Community Facilities and Services

Community development assists people to plan for and secure needed facilities and services. It is not the community worker's responsibility to provide them, but to help people acquire them through their own efforts.

Through a self-help community development program people learn they can develop and improve:

1. Housing
2. Public transportation
3. Public utilities
4. Water supply



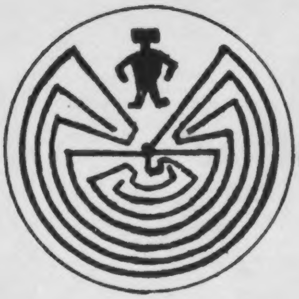
5. Waste disposal

6. Police & fire protection

7. Educational facilities

8. Medical care

Once priorities are set, the community organized, and resources known, people can use the community development process in pursuing the eight products listed above. It is the job of the community worker to guide the people through the problem solving process in pursuing services and facilities.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Area V - Preservation of Tradition and Enrichment of Culture

In beauty before me I walk*
In beauty behind me I walk
In beauty beside me I walk
In beauty below me I walk
In beauty above me I walk
In beauty within me I walk

As community workers carry out community development work, they need to be more aware of and learn more about traditional and cultural values. Then the community worker will be able to remind others:

+ - Papago maze
* - Navajo traditional "good way" ceremonial prayer

1. to identify and recognize local traditions

2. to maintain those traditions

These traditions are important to people. If neglected, people become upset and less willing to work together.

3. to discover the old truths

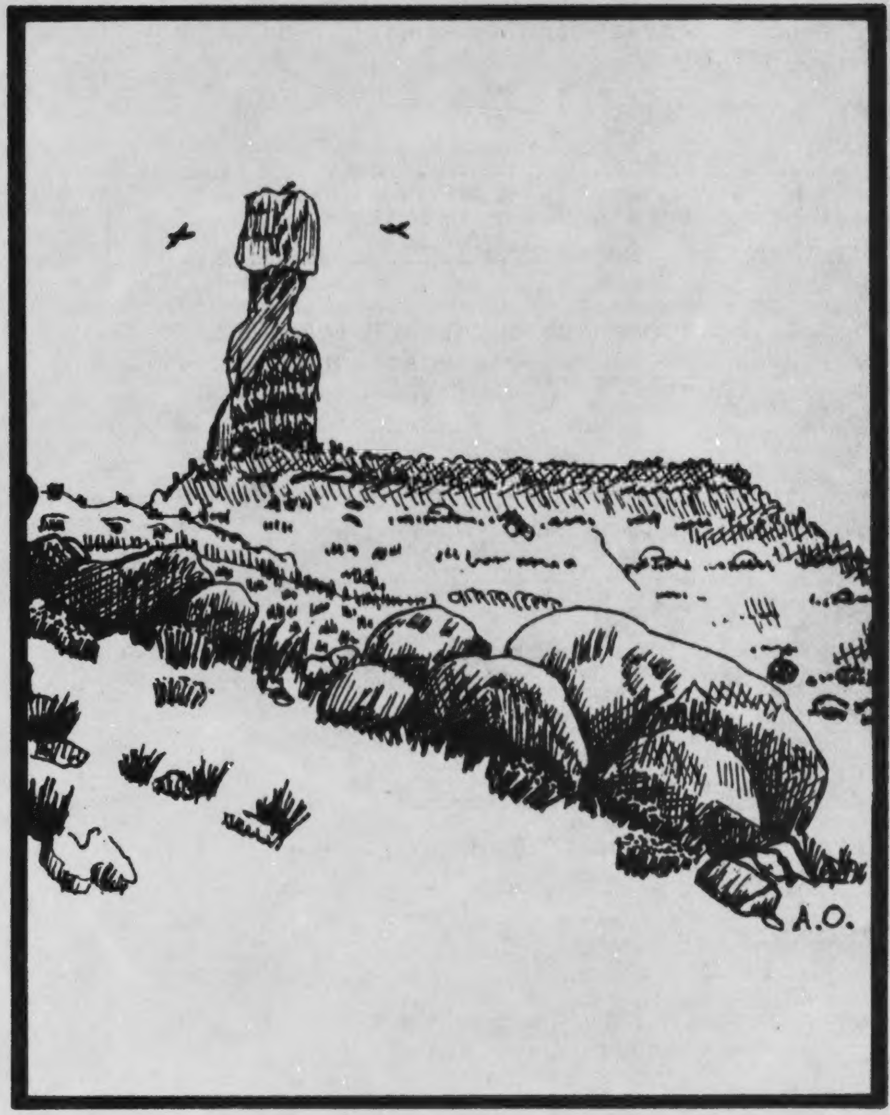
These traditions and truths may provide solutions to present problems. The community worker will also be able to remind others:

4. to build upon tradition and religious beliefs

5. to encourage people to learn more about their own cultures

6. and to preserve the harmony of nature, of beauty, of life and land

The native American traditionally has learned to live in harmony with nature. The Anglo-American has learned to compete with nature, to rule over nature and exploit nature's resources. For example, a road is being constructed and a small wooded hill lies directly in its path. The Anglo comes to the hill, bulldozes the timber and blasts a roadway through it. The Indian, coming to the hill, designs his road so that it goes around the hill. He is a traveler in the universe learning to live in harmony with nature.



Even though this fifth area of tradition and culture should unify the other four areas into a harmony with nature, there still are problems. The challenge to community development continues. Where once there was grass tall enough to brush against the belly of a horse, overgrazing has destroyed much of the grass. Where once there were rolling hills and rugged mesas, ugly mining scars now offend the senses. As our fifth symbol indicates, the solutions are not simple. If the community worker does not learn the traditional and cultural values, he may discover that the solutions are in conflict with tradition and culture. Such conflicting solutions may not be supported by the local people.

Summarizing in Component II we have seen how important it is that the PEOPLE of the community learn:

- To understand
- To appreciate
- To resolve (deal with)

- To build
- To develop
- To improve

- To plan
- To implement

- To maintain
- To conserve
- To balance

- To manage

It is the responsibility of the community worker to assist people in the processes studied in this component. Then the people can begin to meet their needs and accomplish their goals with specific PRODUCTS to show their accomplishment.

Resources

Poston, Richard W. *Action Now! A Citizen's Guide to Better Communities.* Southern Illinois University, Carbondale, Illinois 62901. 1976.

Public Affairs Department, Colorado Interstate Gas Co., P. O. Box 1087, Colorado Springs, Colorado 80901. *Your Town...and what to do with it! A Guide for Community Development.*

Schnabel, Rudolph K., Parmee, Edward and Hiller, Joel. *Guides to Assist Your Industrial Development Program*, Industrial Development Community Guide Series, 1-10. Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1980.

Discussion

1. Discuss some of your community development projects. Determine into which of the five areas they fit and tell why.

____

____

____

____

____

2. Which of the five areas is most important where you live and work? Why?

____

____

____

____

____

3. Separate community development process and product and discuss how you keep them balanced in your work.

Exercise:
Arizona Tribe, Case Study #3 or Nevada Tribe, Case Study #4

This exercise is based on either the Case of the Arizona Tribe, the Case of the Nevada Tribe or on both. Review Section III on UNDERSTANDING HOW PEOPLE CARRY OUT COMMUNITY DEVELOPMENT WORK and study your case/cases carefully.

1. Which of the five areas were important in the case? Discuss your answers.

2. Evaluate Gordon's and/or Bowen's ability to understand people and their needs.

3. What needs do you think the people at Nevada and/or Arizona had?

Case Study #3: The Case of the $100,000 Building Built by the Arizona Tribe

In 1961, Bill Roberts, after visiting the famous site of a mission church on the Arizona reservation, decided that it would be a good idea to suggest to the Arizona Tribe that a very useful building could be built in front of the church. He told Dr. L. L. Bowen, a university professor, about this and asked him to approach the tribe.

Bowen brought up the idea during the meeting of the tribal council. He suggested that the building could be used for selling arts and crafts and food. Modern bathrooms with running water could be installed, as well as electricity for heat, lighting and cooking. They could even go further and establish a convenience food store that also sells gas.

After a long pause, someone got up enough courage and said it was a "dumb" idea. Everyone agreed and walked out of the council house. A little later, an elderly Arizona woman spoke to Bowen and told him that in fact it was a good idea, but who would maintain the building and keep it safe from vandalism? Ordinarily, people just don't go out and volunteer work; so it would be difficult for anyone to maintain a building complex which would be rarely used, except on feast days. Bowen decided that she was right and went back to the university without making any further effort to sell the idea.

Some years later, during the national celebration of the bicentennial year, the Tribal Council appropriated $100,000 and built a large commercial complex similar to the one suggested. It was never utilized and to this day sits in front of the church empty. The Arizona people still come to sell their crafts and food during the celebration of the feast days, but they continue to do so from their trucks and wagons, as has been their custom.

...commercial complex: a place for many businesses

Case Study #4: The Case of Nevada Tribe and Chemical Toilets

One day, a contractor came to the reservation with a truckload of lumber and some mechanical equipment and unloaded it in the tribal office yard. After several weeks, people came by to ask if they could take the lumber to build extra rooms to their houses. They were told that they could not take the lumber unless they agreed to build a new and better outhouse near their home. Arrangements had been made by the Public Health Service to provide these new chemical toilets. Technicians were hired to assist anyone who inquired about the lumber and equipment. However, when the technicians tried to convince the people who came by that they needed the toilets, the responses were very negative.

Finally Jim Gordon, a community worker, became concerned that the technicians were never going to convince the tribal people that they needed new outhouses. He always tried to use common sense in dealing with the Nevada tribe and knew from experience that no one could just move in and tell the people what to do, especially if such advice conflicted with cultural traditions. He also realized it is the way of the people to wait until the tribal leaders accept a new project before they decide to accept it. Gordon found out who the main leader was, told him about the new toilet and how using it would cut down on the flies from the old outhouses that were contaminating the food that people were eating. To prove his theory, he put yellow powder on the toilet seat of the outhouse and within a day or two the tribal head man saw the yellow powder on his food brought by the flies. He immediately decided to have the new toilet replace his old one.

Soon after, other people began coming into the tribal office and asking that new toilets be built for them. Gordon also observed that the people, who came to get the lumber and supplies, came in two separate groups at different times. He concluded that there were factions within the social and political system of the tribal organization.

Component III

Understanding the Role and Problems of the Community Worker

As a community development worker you are called upon to play many roles as you work on a variety of projects. When you begin to understand and sort out your roles, your job description becomes clearer and you become more effective as a community worker.

Community worker goals and community goals sometimes are difficult to separate; an understanding of the division helps you to be more effective. Personal and professional values also become mixed. It is important to deal with personal values separately from professional values. Otherwise family and personal life may suffer as your professional life takes too much of your time and effort. Or, just the opposite, your personal values may overshadow your professional life. Finally, there are particular problems that are specific to the community worker. Being aware of these can make you a better community worker.

Section I

Community Worker Roles

Although a community worker plays many roles, we shall only discuss three. At times you will play only one of these. Other times you will find yourself moving from one to another very rapidly in the same situation or meeting. For example, while working as a facilitator, you may be asked to provide some specific information. So you move into the resource role temporarily and then back to the facilitator role.

1. Catalyst (Change Agent) Role: A catalyst is one who works in the background encouraging action projects. In doing this the community worker should always remain a professional/paraprofessional. In this role it is important not to lose one's professional identity and just become another member of the local group. You need to accept, trust and understand each group member and try not to force uncomfortable roles on any other person. One way of carrying out your role as a catalyst is to make suggestions; for example, you might suggest a task force to deal with a planning and zoning problem to an individual at a meeting and then say no more about it. If you are successful, someone else will come up with the idea of a task force to deal with the planning and zoning problem a week or month or year later. Because the idea came from within the group, it will appoint such a task force to get the job done.

Using the demonstration method is another way to act as a catalyst. For example, if you are asked to serve as chairperson of a committee in the community where you live, accept the position. As chairperson, you will be able to demonstrate how to conduct productive meetings, how to develop plans of work and demonstrate other group skills. Once others observe the effectiveness of these practices, they will be more likely to use them without feeling the techniques have been imposed on them by another person.

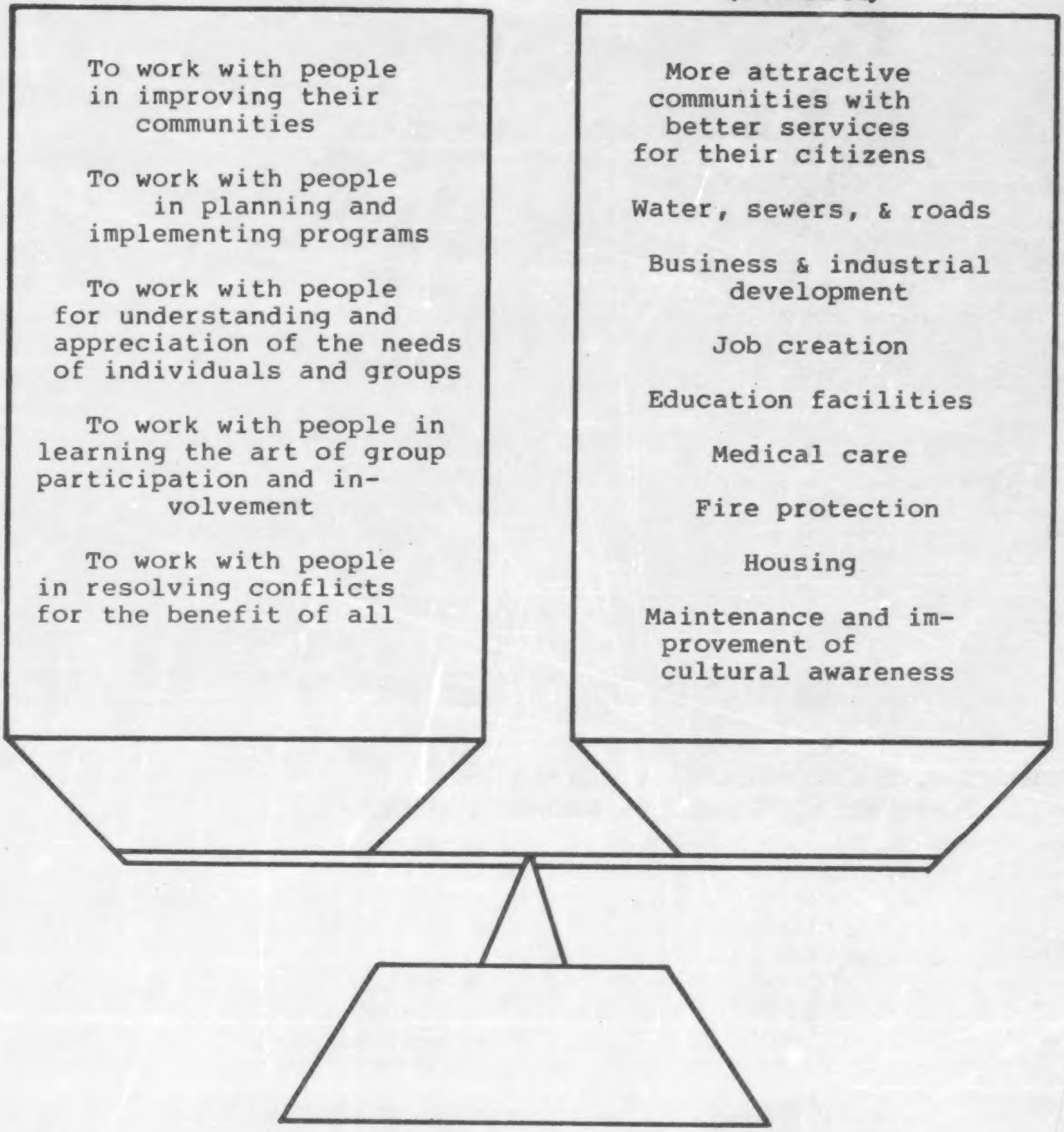
2. Facilitator Role: A facilitator is one who helps people to identify their needs and see alternatives. The facilitator is also able to summarize discussions, which helps the people make decisions and leads to getting things done. In the process, people feel a sense of accomplishment. A facilitator also encourages participation, clarifies what has been said and helps to manage conflict. If you were acting as a member of the group you might be resented for such actions. If you were a voting member of the group, people would expect you to take sides, which means you could not serve as an objective observer. As a facilitator, you play an important role in helping people achieve their goals.

3. Resource Person Role: A resource person is one who provides or shares information or material resources with people who are looking for such help. In this role the worker can be more direct in making suggestions or taking action. This assists people in getting things done. Oftentimes groups will bog down because they lack specific data, rules and bits of information. As a resource person, you can prevent this by providing such needed information. But, be sure you are giving accurate information.

Community Worker and Community Goals

When the community development worker has a clear understanding of professional goals he will not confuse them with the community's goals. Then he will feel more confident of his role and be more effective in carrying it out. Community worker goals relate to PROCESS, while community goals relate to PRODUCT. The scale illustrated indicates a balance between community and community worker goals.

Examples of Community Worker and Community Goals



Community Worker Goals (Process)

To work with people in improving their communities

To work with people in planning and implementing programs

To work with people for understanding and appreciation of the needs of individuals and groups

To work with people in learning the art of group participation and involvement

To work with people in resolving conflicts for the benefit of all

Community Goals (Product)

More attractive communities with better services for their citizens

Water, sewers, & roads

Business & industrial development

Job creation

Education facilities

Medical care

Fire protection

Housing

Maintenance and improvement of cultural awareness

Resources

Beal, George M., Bohlen, Joe M. and Raudabaugh, J. Neil. *Leadership and Dynamic Group Action.* 1962. Iowa State University Press, Ames, Iowa 50010.

Discussion

1. How familiar to you are the three community worker roles? Discuss any problems you may have with them.

2. How do you separate those roles as you carry out your work?

3. Discuss the process - product division in the community and community worker goals.

4. How can you help your community people to understand the differences?

Section II

Clarifying Personal Values

Purpose:

...ultimate: most important

...aspirations: hopes and desires

Why do we bother with values clarification? After all, how can this help us personally and professionally? Values represent the ultimate reasons why we act the way we do. Values determine our basic aims, objectives, aspirations and ideals. Everything we do in life is affected by our values.

Our values determine who we are and what we do, our values help us decide what we are for and what we are against. Our values give us direction for our lives. They help us answer the question, "Am I really getting what I want out of life?"

Our values also provide us direction in our work. They help us to evaluate whether we are satisfied with our work.

As community workers, we work with people and people problems. We need to understand others in order to be effective. But--unless we understand ourselves first, we cannot understand others. This Values Clarification Exercise will help us to understand ourselves first. Then, in turn, we can better understand others and deal with them. There are no right or wrong answers in this exercise. Whatever is right for us is the "correct" answer. Only those who desire to share need participate in the discussion, but greater clarification and understanding will result if most of the group joins in.

Exercise:

Please complete one step at a time

1. On the following form, as quickly as possible, list up to 20 things in life you really like to do. There are no right or wrong answers about what you should like. Be yourself! If you have questions, ask one of the facilitators.

2. Using the codes below, code each of the items you listed in the columns provided.

CODE	MEANING
$	Costs more than $5.00 each time I do it.
A	I prefer to do this alone.
WP	I prefer to do this with people.
MT	I would like to spend more time doing this.
PL	This takes planning to do.

3. Go through the list and indicate under date when you did it last.

4. Now look over your list and codings and answer the following questions:

   A) What new things did I learn about myself?

   ____

   ____

   ____

   ____

B) Am I really doing what I like to do? Explain.

C) What things would I like to change?

D) How do my personal values help me in my work? Or how do they hinder me?

E) How has this exercise helped me to understand my role as a community worker?

F) After you have completed A through E, take time to share your reactions with others. Talk about what you have learned.

PERSONAL VALUES CLARIFICATION FORM

Twenty things I like to do	$	A	WP	MT	PL	DATE
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						
17.						
18.						
19.						
20.						

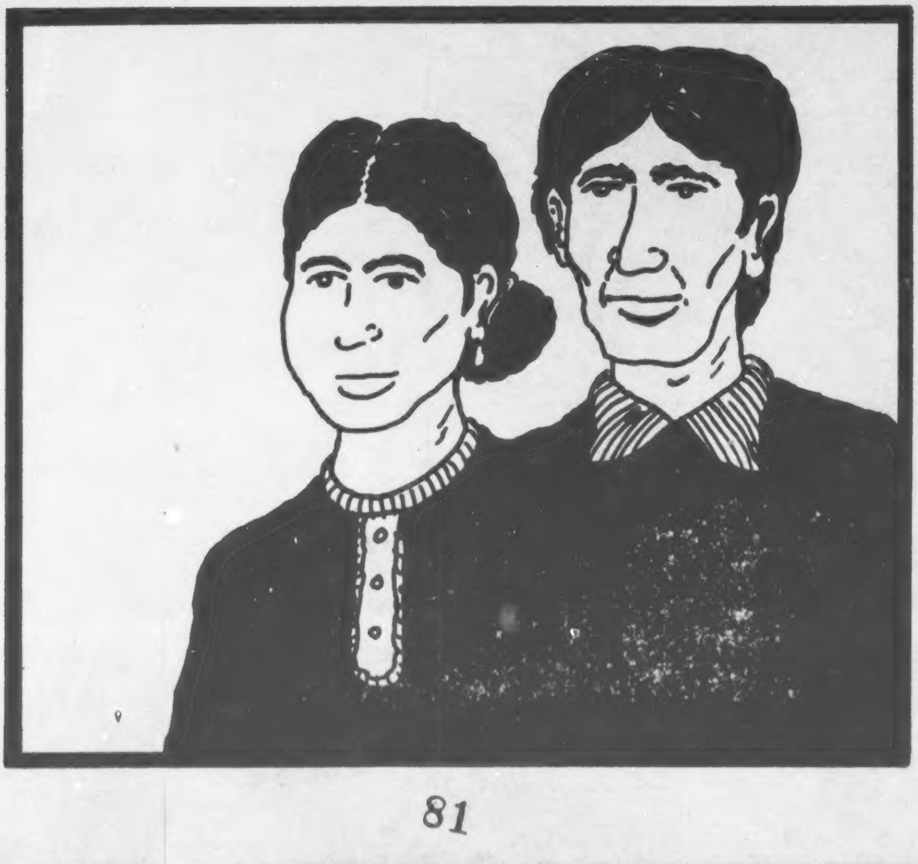
Section III

Clarifying My Values and Role as a Community Worker

Purpose:

Earlier in this session we completed a "Personal Values Clarification Exercise." Its purpose was to help us to understand ourselves better so we could better understand those with whom we work. That exercise primarily emphasized our personal values. It also helped us to think about our work-related values.

The following exercise: CLARIFYING MY VALUES AND ROLE AS A COMMUNITY WORKER, will primarily emphasize our work-related values. This exercise should help us to understand better how we feel about our jobs and how they affect our personal lives. Second, it will help us to relate our work life to our personal life. As in the PERSONAL VALUES CLARIFICATION FORM, the only right answers are those that are meaningful to us. Having completed both exercises, we should have clarified our personal values and our values and roles as community workers. As a result we should be better able to cope with the various problems we experience.



Exercise:

Please complete one step at a time

1. Individually, fill out form: CLARIFYING MY VALUES AND ROLE AS A COMMUNITY WORKER. Answer the questions as simply and honestly as possible. If you need assistance, ask one of the facilitators.

CLARIFYING MY VALUES AND ROLE AS A COMMUNITY WORKER

I am a community worker. My name is:____________

____

My geographic area of assignment is:____________

____

As a community worker, I understand that I am expected to:

____

____

Since I am a member of a family, my responsibilities

to it are:______________________________

____

____

Additionally, I am a member of a local community. To it I have additional responsibilities such as:

____

____

____

I attempt to separate these responsibilities in the

following ways:__________________________

____

____

____

I use my time as follows:

As a community worker I work with:

As a community professional I sometimes work with other professionals such as:

I like my job because:

Some of the things I don't like about my job are:

2. After completing the form, answer the following questions: (Individually)

   A) Do I See Any Conflicts In My Answers? (For example: Between work and family; community and family; or work and community.)

      ____

      ____

      ____

      ____

      ____

   B) How Could I Resolve Those Conflicts?

      ____

      ____

      ____

      ____

      ____

3. Would I like to improve the way I use my time? Why or why not?

   ____

   ____

   ____

   ____

   ____

4. As a result of this exercise: the three goals that I would like to work toward during the next year are:

   1) ______________________________________

   2) ______________________________________

   3) ______________________________________

5. After you have completed the above, take time to share your reactions with others. Talk about what you have learned.

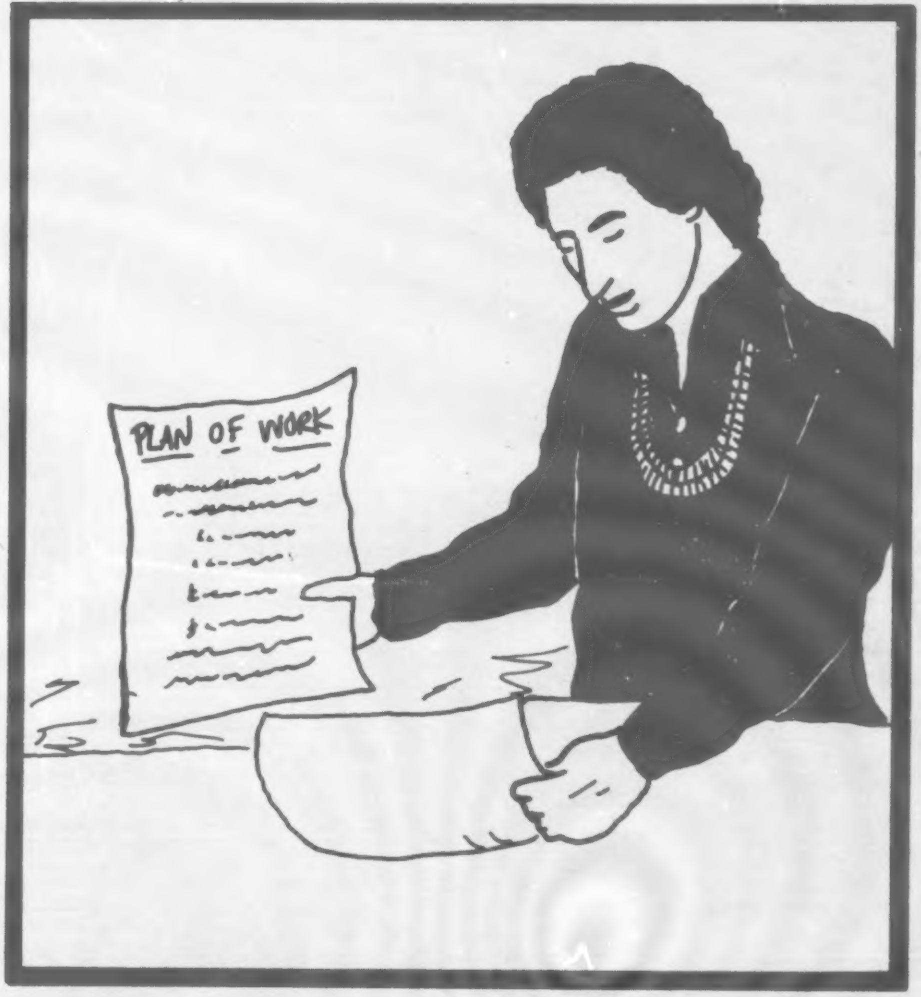
REVIEW THIS PAGE EVERY THREE MONTHS AND EVALUATE WHERE YOU ARE IN RELATIONSHIP TO YOUR GOALS.

Section IV

Community Worker Problems

...self-discipline: self-control

As a community worker you probably are a relatively independent person. You usually are not officed at tribal headquarters. You are not under close supervision. You work out in the field dealing with the needs of people. You are a free spirit. Self-discipline is an important value for you to practice. A clear job description will help you channel your time and energy. An organization management model or plan of operation will guide your decisions as you receive numerous requests for assistance. A good management model or plan of operation includes organizational philosophy, goals, objectives and operational guidelines. See Component V, Step 4, WRITE A PLAN OF WORK, especially GUIDE FOR A PLAN OF WORK. Without these organizational aids you, as a community worker, are likely to experience many of the following problems:



1. Allowing an organization or leader in an organization to become dependent on you

Such a dependency relationship will sap your time and energy. You may also spend too much time with one group or one person and not enough time with others.

2. Allowing personal attitudes and values to influence your objectivity

In many cases you are the only person objective enough to see past the emotions and point out the facts and alternatives.

3. Allowing community people to see you as the sole resident expert and authority on all community matters

Community members will never develop as leaders and problem solvers unless you allow them to grow in wisdom and receive credit for ideas and answers.

4. Allowing your multiple roles to confuse the people, thereby limiting your effectiveness as catalyst, facilitator and resource person

As previously noted understanding, self-analysis and recognition of the community worker's three roles will prevent confusion and allow you to be effective in your work.

5. Allowing yourself to be used as a glorified messenger or professional "office boy", instead of as a teacher or organizer

The sincere desire to help others leads to such a trap. Once in that role it is difficult to get out of it.

6. Allowing yourself to do the whole job for a group rather than helping its members do it

Working with people is the proper community worker role, rather than doing things for or to people.

7. Sitting in your office and expecting the people to come to you

This is a self-centered attitude which will not develop rapport, trust and good working relationships.

8. Spending all your time in the field; never organizing your goals, objectives and work plans; never reporting to your supervisor on your accomplishments.

This problem, opposite to number 7, also has built-in booby traps which may result in withdrawal of funds or loss of your job because administrators do not know about your accomplishments.

The following problems have been listed by community workers. Many are related to community development skills which can be learned in follow-up sessions to this course. You may want to make additions to the list. They include:

a) Learning how to get people to cooperate

b) Discovering how to help people communicate more effectively

c) Helping people to do things for themselves

d) Understanding people's needs

e) Helping people understand my job so confusion over my duties and assignments can be eliminated.

Resources

Lovan, W. Robert. *Community Development Management Model*, (mimeographed) Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. (Revised 3/81)

The Navajo Nation Proposed Plan of Operation for Chapter Officers, Local Community Development Program, Office for Navajo Economic Opportunity, P. O. Box 589, Fort Defiance, Arizona 86504.

Plan of Operations, Local Community Development Program, Office for Navajo Economic Opportunity, P. O. Box 589, Fort Defiance, Arizona 86504.

Discussion

1. Discuss the importance of problems 1 - 8 compared to problems a) - e).

2. Add to the lists of problems as you think about your role.

____

____

____

____

____

____

Component III Summary Exercise: My Role as a Community Worker, Cases 2 - 4

You have studied and analyzed Case Study #2 of BENSON AT ROUNDTREE, Case Study #3 of BOWEN AND THE $100,000 BUILDING, and Case Study #4 of GORDON AND THE CHEMICAL TOILETS. The three cases are found following this exercise.

Plan #1 - In this component you have clarified your personal values and your values and roles as a community worker. Briefly review the materials. Discuss several or all three cases in the light of the roles and responsibilities of a community worker.

Plan #2 - If you have a time constraint, each small group should discuss only one case and then report back to the total group to share its analysis.

1. List the strong points and weak points in the behavior and actions of the community workers in each case.

CASE #2

Strong Points	Weak Points

CASE #3

Strong Points	Weak Points

CASE #4

Strong Points	Weak Points

2. For each case, review your analysis and decide whether the project was successful or unsuccessful. Explain why or why not.

3. What conclusions can you draw from your analysis?

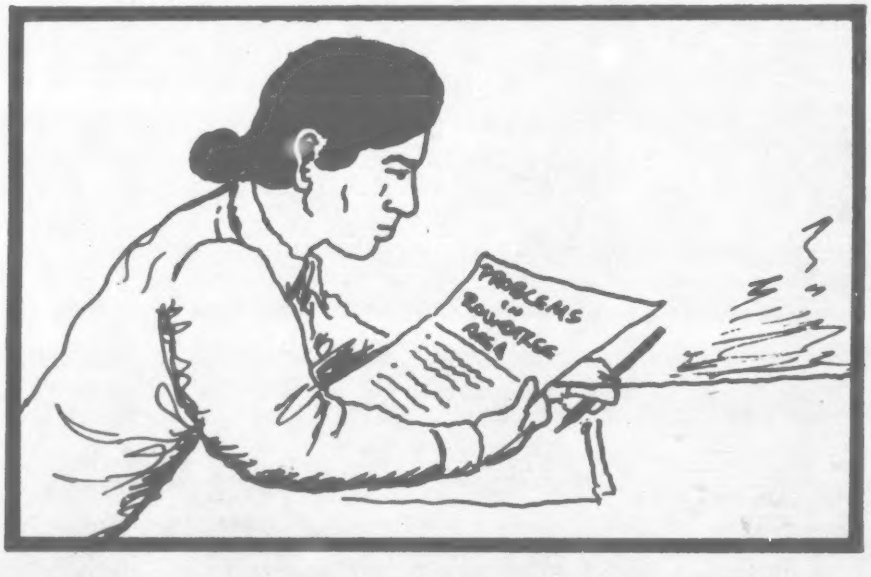
Case Study #2: Benson at Roundtree

Benson was a new community worker who had been hired because he had undergone some specialized training in educational techniques. He was assigned to Roundtree Area because there was an opening there. Roundtree was rather isolated. Most people in the area were herders. Incomes were low. Services such as water, roads and sanitation were limited.

Benson spent his first year on the job getting acquainted with people. During this period he also did a personal and informal survey of living conditions and problems in Roundtree Area. Sitting in his office he outlined plans of how to help people in the area. Then he called a meeting.

Being curious, many people attended. At the meeting Benson made a lengthy presentation identifying the major problems and suggesting solutions. He said, "Friends, I've done a lot of thinking about the problems of Roundtree Area and have decided that what we need is an organization so we can get to know each other better. We could have movies and picnics. I could get people to come in from headquarters to present programs. In this way we could all get better acquainted. Now if there are any questions I would be glad to answer them."

After a few questions and some general discussion, Benson suggested that they hold another meeting to discuss their plans further. Benson called a second meeting the following month. Three people showed up.



Case Study #3: The Case of the $100,000 Building Built by the Arizona Tribe

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Some years later, during the national celebration of the bicentennial year, the Tribal Council appropriated $100,000 and built a large commercial complex similar to the one suggested. It was never utilized and to this day sits in front of the church empty. The Arizona people still come to sell their crafts and food during the celebration of the feast days, but they continue to do so from their trucks and wagons, as has been their custom.

Case Study #4: The Case of Nevada Tribe and Chemical Toilets

One day, a contractor came to the reservation with a truckload of lumber and some mechanical equipment and unloaded it in the tribal office yard. After several weeks, people came by to ask if they could take the lumber to build extra rooms to their houses. They were told that they could not take the lumber unless they agreed to build a new and better outhouse near their home. Arrangements had been made by the Public Health Service to provide these new chemical toilets. Technicians were hired to assist anyone who inquired about the lumber and equipment. However, when the technicians tried to convince the people who came by that they needed the toilets, the responses were very negative.

Finally Jim Gordon, a community worker, became concerned that the technicians were never going to convince the tribal people that they needed new outhouses. He always tried to use common sense in dealing with the Nevada tribe and knew from experience that no one could just move in and tell the people what to do, especially if such advice conflicted with cultural traditions. He also realized it is the way of the people to wait until the tribal leaders accept a new project before they decide to accept it. Gordon found out who the main leader was, told him about the new toilet and how using it would cut down on the flies from the old outhouses that were contaminating the food that people were eating. To prove his theory, he put yellow powder on the toilet seat of the outhouse and within a day or two the tribal head man saw the yellow powder on his food brought by the flies. He immediately decided to have the new toilet replace his old one.

Soon after, other people began coming into the tribal office and asking that new toilets be built for them. Gordon also observed that the people, who came to get the lumber and supplies, came in two separate groups at different times. He concluded that there were factions within the social and political system of the tribal organization.

Component IV

Examples of Successful Community Development Programs

Now that we have learned some of the basic principles of community development, let's look at some examples of successful community development programs in the United States and around the world. This will show how the basic principles of community development are applied.

There are many different kinds of community development programs. Some are simple. Some are complex. Some help city dwellers; others are aimed at small towns or rural settlements. Some require outside resources, others need only the skills and dedication of the local people. Each program can differ from the others in terms of objectives or approach, but the goal is the same: to help people improve their quality of life through cooperative group action.

In fact, the basic principles we have just reviewed are common to all community development programs, for they provide the guidelines by which people and community workers cooperate to achieve their objectives.

Section I

Demonstration Method, Martandam, India

Some 60 years ago, a group of missionaries in the southwest corner of India returned from a conference in Scotland determined to make "rural reconstruction" a part of the national YMCA program. But the effort was troubled by many financial problems. Finally, in 1924, the YMCA organization pooled its resources and built a rural demonstration center at the village of Martandam in the state of Kerala. Thanks to the pioneer efforts of people like Spencer and Emily Hatch, this project continues even today. It is considered one of the most successful community development programs in all of Asia.

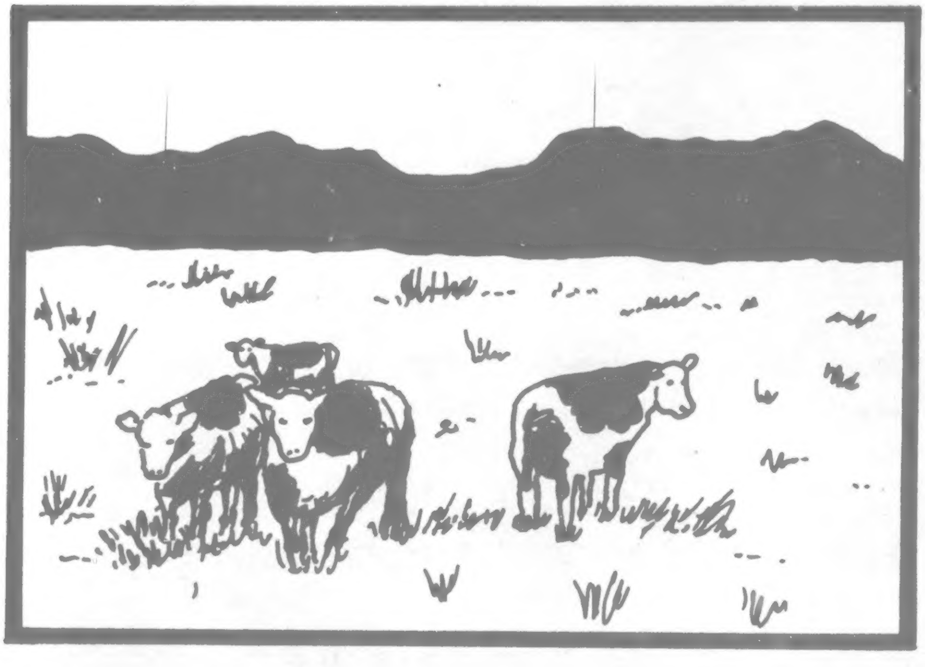
Basic Elements and Achievements

The basic elements of the program included:

1) demonstration of better farming methods
2) leadership training
3) development of cottage industries
4) organization of cooperative marketing groups

Some of their achievements included:

1) introduction of bee culture for honey production
2) improving the process of making sugar from tree sap
3) introduction of the white leghorn chicken for higher egg and poultry yields
4) up-grading cattle herds for more milk production



5) introduction of better grasses for fodder

6) introduction of borehole latrines

7) development of wells

8) opening of roads

9) development of handicrafts, weaving, basketmaking and other cottage industries

10) the training of more than 5,000 rural development professionals, who have carried their work to all parts of the South Asian continent

One of the things which made Martandam such a successful community development program was the educational approach used by the Hatches, who focused on three basic techniques:

Technique #1

The community development workers brought the education directly to the people by working side by side with them in their own familiar environment: their village, their home, their neighbor's garden. This made it easier for the people to learn, to accept change and to see the results of their work.

Technique #2

Demonstration was the most important and effective method of teaching the people new skills.

In describing their use of this method, Spencer Hatch wrote:

> The discovery of the demonstration method for rural improvement is one of the greatest contributions to agricultural science. It is not only a discovery of a new rural truth, but of a new way of disseminating all the vast treasures of truth that others have developed. Demonstration is the most effective of all teaching methods.

> The Martandam Rural Demonstration Center and its extension service described in later chapters constitutes a two-part experiment in this method. As we use it, it is the method of seeing and doing. The learner sees helpful practices illustrated at the Demonstration Center, or in his village, at his own home or at the home of a neighbor; and he is given opportunity actually to have a hand in--to do the thing--himself. The form of demonstration we find by far the most effective is where the learner demonstrates to himself and to his neighbors at his own farm or home a project or method, with the help and direction of the demonstrator...

Technique #3

They helped the people to organize cooperatives in order to sell the goods produced and to buy tools and raw materials for the cottage industries or feed and seed for the farms. They encouraged people to join hands to help one another.

According to Hatch, this attitude of sharing was important for the people's own survival.

...economic regeneration: bringing the economy back to good health

> ...The rural people must practice co-operation for not only their economic regeneration but also their moral, spiritual, social and physical uplift. All this simply cannot be accomplished through individualism.
>
> In his "Winning of the West," Roosevelt tells us: "The first lesson that the backwoodsman learnt was the necessity of self-help; the next, that such a community would only thrive if all joined in helping one another. Log rollings and house raising were occasions when the neighbors came together to do what the family itself could hardly accomplish alone.

Results

The results of the Martandam Project are quite clear. In spite of such humble beginnings, it has become one of the most important and successful community development programs in all of Asia, that still thrives after more than 60 years of continuous service--based mainly on volunteer help and private donations. It proved that community development can be successful without government aid or intervention. The people learned to make better use of local resources and to share in the responsibility for community improvement. Their pride and independence as individuals, families and as a people, was not sold for the price of a government handout.

Resources

Hatch, D. Spencer. *Further Upward in Rural India.* Oxford University Press, London, 1938.

Hatch, D. Spencer. *Towards Freedom from Want: From India to Mexico.* Oxford University Press, London, 1949.

Discussion: Demonstration Method

What do you think of the demonstration method used at Martandam? How can it be used to train your people to deal with the kinds of problems they have? Be specific in identifying and discussing those problems.

Section II

Community Development Foundation, Tupelo, Mississippi

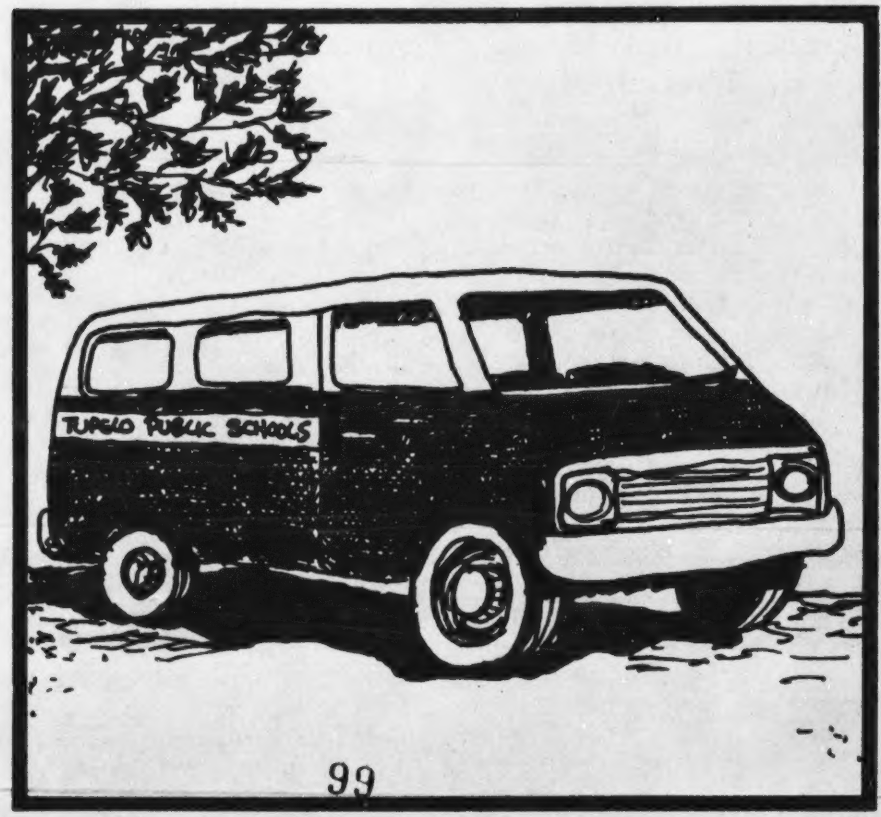
Shortly after World War II, the northeastern corner of the state of Mississippi ranked as one of the poorest and most backward areas in the nation. It was mostly agricultural, very rural, with dilapidated housing, low-paying jobs, poor services and declining population. Things became so desperate that a few leaders, convinced that their government had forgotten all about them, decided to take matters into their own hands, and organized an areawide Community Development Foundation, something like an all-inclusive chamber of commerce. From that moment on, the Tupelo area came alive and climbed out of the basement to be counted among the more progressive communities of our country.

Looking back over Tupelo's history, we can see four different stages of development:

Stage I: Agricultural Development--Since the economy of Tupelo was mostly agricultural to begin with, the first major emphasis of the local Community Development Foundation was to improve agricultural production and to encourage people to keep their land and farm it. The Community Development Foundation helped to bring this about by importing better breeds of livestock, sponsoring farm-oriented youth programs and establishing a hospital insurance program for local residents.

Stage II: Industrial Development--As the economy improved, fewer and fewer people left the area in search of better jobs. The population became stabilized, and people began to see Tupelo as a nice place to live. Leaders of the Community Development Foundation then began to look for other sources of income for the area. They invited some of the industries using raw products from Tupelo to relocate there for processing and manufacturing. In 20 years' time, thousands of non-farm jobs were developed for the people of the area.

Stage III: Services Development--As the job market grew in Tupelo, incomes also grew. The population increased, and more and better services were demanded. The Community Development Foundation now turned its efforts to improving the schools, establishing centers for mental health and rehabilitation of the handicapped and organizing a variety of social service programs.



Stage IV: Maintaining the Quality of Life--Today, Tupelo residents have good jobs and adequate services. They now desire to keep the good qualities of the life to which they have grown accustomed.

Much of the present work of the Community Development Foundation is concerned with coordinating and controlling development--not letting it get out of hand--preserving the natural beauty, clean air, recreation, etc. Once an impoverished people, unable to afford even the basic necessities of life, Tupelo residents now enjoy high standards of living and some of the comforts and pleasures of life we all like to have.

The following community development techniques were used to make the Tupelo project a success.

Technique #1

A permanent, on-going and comprehensive community development organization (The Community Development Foundation) was created.

This organization set goals and policies according to the needs of the people. It coordinated all community development activities in the area to eliminate confusion and overlap. It was responsible for long-range planning. As the priority needs of the people changed, the objectives and programs of the Foundation also changed. The leaders never lost touch with the people.

Technique #2

The Community Development Foundation established and supported committees and task forces for specific objectives, to meet specific needs. Each person involved knew exactly what he or she was supposed to do and why it was important.

Technique #3

As the Foundation organized each new program, it immediately worked towards making that program independent and self-supporting. The leaders did not try to increase their power or create a monopoly by running all of the programs through the Foundation.

The Tupelo project succeeded largely because the leaders who were involved in it were sincere and knew how to help people to work together for their own benefit.

Resources

Kaufman, H. F. *Team Leadership: A Key to Development. Another Chapter In the Tupelo Story.* Mississippi State University, State College, Mississippi 39762. 1970.

Discussion: Community Development Foundation

A good deal of risk is involved in the third technique used by the Community Development Foundation. What is this risk and how would you guard against it?

Other Examples

(Other examples of community development projects can be inserted here.)

Exercise:
Basic Principles of Community Development

1. From what you have learned thus far, list as many basic community development principles as you can that Martandam and Tupelo have in common.

2. The trainer has a list with which you may compare your list after you have completed the exercise.

Exercise:
Top Community Development Program of the Year

It has been 12 months since the reorganization of the local community development program, and tribal officials have been very pleased with the results. They have asked the Tribal Council to present an award to the best chapter community development program of the year.

You have been chosen to serve on a committee to select the best chapter community development program. Out of many excellent entries from the five agencies, two top case studies have been sent to your committee for final review.

1. Read carefully Case Studies 5 & 6 of Joe Billy and Mary Tso.

2. Compare each case study with the basic principles of community development presented in the lecture and on the handout and summarized in the previous exercise.

3. As a committee, decide which case study should get the award for the Top Community Development Program of the year.

4. What are the reasons for your choice?

Case Study #5:
Community Development Worker Joe Billy

Six months ago Joe Billy, a community worker, attended a local chapter house meeting and received the following request from the Committee.

"Our only well in this area is going dry. The water tastes bad and the pump needs repairs. Can you help us get a new well?"

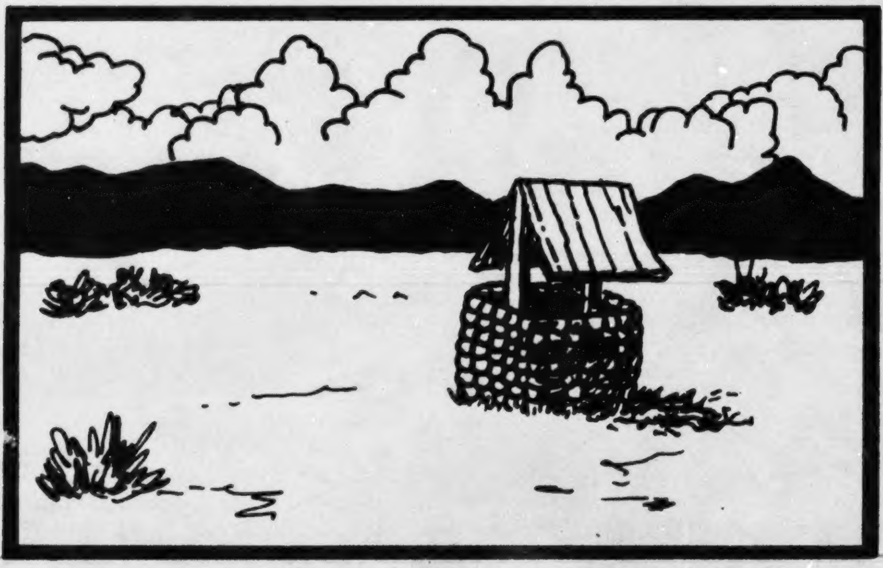
"Sure," replied Joe. "I'll get on it right away."

Before becoming a community worker, Joe had worked at tribal headquarters as a trainee. He knew the ropes. He contacted the proper departments and filled out the necessary forms to apply for the new well and equipment. He made a phone call to his wife's cousin in the tribal finance office, which helped to speed up the paper work.

In a month, drilling began on the new well. Joe made a special trip into town to check out the right equipment and saw to it that the Chapter did not get cheated in any way. By the end of the third month the well was completed and the people began using the new water supply.

The Chapter House Committee sponsored a barbecue in Joe's honor and the committee chairman said:

"This is the best well we have ever had. The water is good and there is plenty of it. Thanks to Joe, our new well came just in time. He has done a great thing for this community and I don't know what we would have done without him."



Case Study #6
Community Development Worker Mary Tso

Mary Tso, a community worker, had called a meeting of the Chapter Recreation Committee, and soon realized that the members of the Committee appeared disturbed and did not show much interest in talking about recreation.

"What's the problem?" she asked. "I get the feeling from all of you that we are thinking about very different problems tonight. Would you mind sharing your problem with me?"

"Yes," one of the committee members replied, "We do have a problem. Most of the people in this area of the reservation live from the livestock they own. The drought has hurt the livestock badly this year and there are fewer animals to eat or sell. Funds from the Tribal Assistance Program have been cut and most families will get very little welfare this year. It is difficult for us to talk about recreation, when really what we need is a way to make more money so we can feed and clothe our families!"

Mary suggested that this problem be brought up at the next chapter house meeting. It was, and after lengthy discussion, she asked the people to consider the following: "What is it that we can do, with the skills we have and the local resources available, to earn extra money for our families?"

Many suggestions were made by the group, and several seemed worth investigating. Mary helped the Chapter organize an economic development committee which put together samples of four or five different native products for sale to tourists. She then took a delegation from the Committee to a number of tourist shops both on and off the reservation to see which products had the best chance of selling on a large scale. Most of the merchants liked the sandstone paintings, which could be hung on the wall, or used as "hot pads" for the dining table.

With Mary's help, letters were written by committee members to ask assistance from various tribal offices. Experts came out to show the group how to organize a crafts guild, how to run a business and how to market products. Mary brought members of the Committee to tribal headquarters to show them how to fill out the necessary forms for forming a corporation and obtaining a loan to buy the saws, paints and other equipment needed to go into business. She helped the new guild to contact experts at the nearby university, who came up to show the people how to produce better quality paintings on stone slabs and better methods for carving or etching the stone to increase the variety of their products.

Ten months after the project began, the first shipments of paintings and etchings were sent to market, and they sold "like hotcakes". More families were invited into the project to increase the monthly rate of production in order to meet the demand.

At the first annual meeting of the Crafts Guild Board, the chapter committee chairman praised Mary for the work she and the Economic Development Committee had done during the past year.

"With your guidance and the committee's hard work, this community has pulled itself up by the bootstraps. I never thought we'd make it, but we did, after all!"

Introduction to Components V & VI

Outline of Major Steps in the Community Development Process

As you have already seen, there are certain basic ingredients or principles which are necessary in order to carry out a community development program. Those principles can be used in different ways to do different kinds of community development work. As long as those principles are followed, we can still call our work community development.

Let's look at some basic steps in the community development process. Most often, community development will work this way, but not always. It is up to the wise judgment of the individual community worker and local leaders to decide if these steps need to be changed somewhat in order to do a better job in solving the community problem. Conditions surrounding each problem are different, and the community development process must be adjusted to suit those conditions.

On the following page is a brief outline of the major steps in the community development process covered in Components V and VI.

OUTLINE OF MAJOR STEPS IN THE COMMUNITY DEVELOPMENT PROCESS

COMMUNITY DEVELOPMENT PLANNING

1. DETERMINE NEEDS AND PRIORITIES
2. EVALUATE YOUR RESOURCES
3. DETERMINE ALTERNATIVE SOLUTIONS AND SELECT THE BEST ONE
4. WRITE A PLAN OF WORK

COMMUNITY DEVELOPMENT ACTION

1. ORGANIZE THE WORKERS
2. GUIDE THE ACTION
3. EVALUATE THE PROGRESS AND RESULTS

Component V

Community Development Planning

The first part of the process is community development planning. It is the most important part of the process, for without proper planning there can be little chance of success.

It is during planning that the problem or problems are clearly identified and accepted by the people as the real need(s). During planning, the available resources are evaluated and the best solutions selected from all alternatives. A realistic strategy for solving the problem is formulated. The most suitable organization for working on the problem is designed, and a plan for developing or obtaining all of the needed resources is agreed upon.

Now, be honest with yourself. Unless all these critical functions have been properly addressed before any action is taken, can you possibly anticipate success? Without all of the information needed in order to plan the functions described above, how can you possibly determine the correct measures for solving the problem?

When considering how much time and effort to spend on community development planning, keep in mind the following truths:

1. Planning is the lowest cost activity of the entire project. It is far cheaper to plan right than to plan poorly and fail for lack of it.

2. The process of planning is often the best means of obtaining public support.

3. In order to evaluate success, you must first plan clear-cut objectives. How can you judge the distance you've come, if you never bothered to decide where you wanted to go in the first place?

4. The information gathered for the purpose of planning can be of great value. It can be applied to many other issues, and sometimes it compels us to see issues from a new point of view.

5. Planning helps you to evaluate costs, before you have to pay them.

Here, then, are the key steps to community development planning.

COMMUNITY DEVELOPMENT PLANNING

OUTLINE OF STEP 1

DETERMINE NEEDS AND PRIORITIES

A) SEPARATE "NEEDS" FROM "WANTS"

B) RANK NEEDS IN ORDER OF PRIORITIES

C) MAKE USE OF COMMUNITY DEVELOPMENT SKILLS AND TOOLS

--NEEDS AND GOALS SURVEY

--COMMUNITY GOALS CHECKLIST

--NOMINAL GROUP PROCESS

--COMMUNITY ATTITUDE SURVEYS

--FORCE FIELD ANALYSIS

Step 1:
Determine Needs and Priorities

Help people to understand clearly their real needs. In order to do this, you may have to help them see the difference between their needs and their wants.

- -Needs are things people must have in order to live a safe, healthy and happy life.
- -Wants are things many people would like to have, but could get along without if they had to.

There are some useful "tools" for identifying people's needs:

1) Needs and Goals Survey
2) Community Goals Checklist
3) Nominal Group Process

A part of the process of helping people to identify their needs, is helping them to identify their priorities. Since we cannot solve all of the problems at once, the people must decide which problem needs to be solved first. The three "tools" or techniques just mentioned will also help the people decide on their priorities.

...priorities: - important things which must be dealt with first

Resources

Moore, E. and Parmee, E. A. *Community Goals Checklist*, (mimeographed) Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1976.

Parmee, E. A. *Needs and Goals Survey*, (mimeographed) Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1972.

List, E. F. *Community Attitude Self-Survey*. University of Missouri, Columbia, MO 65201. 1969.

Parmee, E. A. *Nominal Group Process*, in *IDEAS*. Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1976.

Schnabel, Rudolph K. *Understanding the Process of Conducting Surveys*, (mimeographed) Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1978.

———————— *Checklist for Conducting Surveys*, (mimeographed) Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1978.

———————— *Checklist for Conducting Interviews*, (mimeographed) Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1978.

Exercise: Sheep Springs, Case Study #7, Phase 1

1. Read and study the Sheep Springs Case.

2. Your future exercise assignments will deal strictly with the needs of the Sheep Springs community. There will be several different assignments. At the completion of the final assignment, we will have time to hear your reports, answer questions, and to discuss the lectures and the exercises.

3. The first real problem the new community worker has, is to figure out what the real need is. How can he be sure he is doing the right thing, if he is not sure what the #1 need is?

   Your group is the Advisory Task Force. Come up with two or three different methods that the community worker and his Citizen Steering Committee can use to identify the top priority need of the community of Sheep Springs. Choose a group secretary to record your recommended methods.

Method #1: ______________________________

____

____

____

Method #2: ______________________________

____

____

____

Method #3: ______________________________

____

____

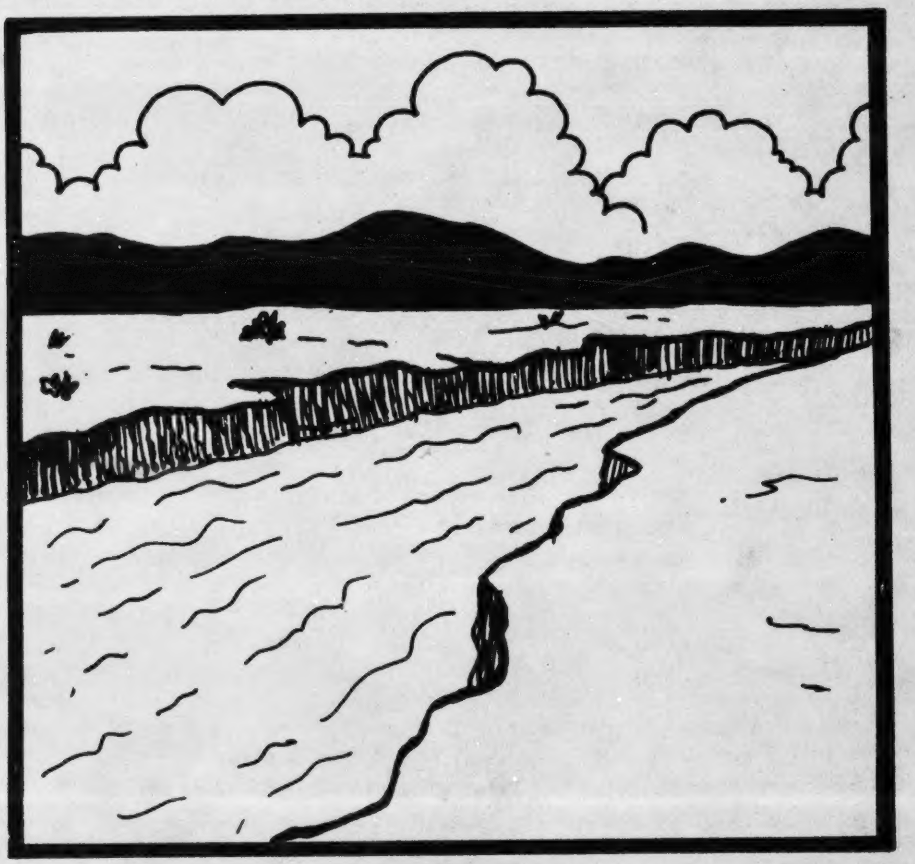
____

Case Study #7: Sheep Springs

Sheep Springs is a small community of 100 families located 33 miles from the nearest town by a road that is in only fair condition during even the best seasons of the year. There is an old day school at Sheep Springs, but it has very few facilities other than classrooms, a broken-down basketball court and a softball field that borders on the edge of a deep wash. For years, both parents and school officials have worried that some child might accidentally fall into the wash while chasing a long fly ball, but until now they've been lucky.

Last week, their luck ran out.

Two days after the start of the new school year, a boy from the fourth grade fell into the wash and had to be rushed to the hospital with several broken bones. Being young, he mended fast, but his parents showed up at the next chapter meeting to make a serious complaint.



"Many of you people have lived in this community for years. Your children and even your children's children have gone to school here. Everyone has known that the school playground is unsafe. Each year the rains increase the size of the wash, but no one has done anything about it. How many more children like our son have to get hurt before we take some action?"

After the boy's father sat down, several other parents got up to express similar concerns. A big discussion started, and three hours later the local community worker was given a new assignment: "Do something about it!"

Well, do something about what? During the three hours of discussion, a number of different complaints were heard. The poor community worker has only been on the job for two weeks and he is thoroughly confused. Here are the notes he took at the meeting:

- 6 parents believe playground is dangerous.
- 10 parents complain that the Bureau of Indian Affairs has never built the new school it promised four years ago.
- 3 parents say that the road to town is bad.
- 1 parent doesn't like the new agency superintendent.
- 4 parents complain that there is too much vandalism from children who have nothing better to do.
- A local tribal police officer is concerned that drinking among the youth of the community has increased in the last two years.
- 12 parents agree on the need for a youth recreation program.
- 5 parents voiced the need for a local clinic.

At the very next meeting of the agency community development staff, the new community worker from Sheep Springs asked for help from his fellow workers. Hearing this, the agency director organized an Advisory Task Force of older, more experienced staff members to help the new community worker with his problems.

COMMUNITY DEVELOPMENT PLANNING

OUTLINE OF STEP 2

EVALUATE YOUR RESOURCES

A) KINDS OF RESOURCES
   - --HUMAN, FINANCIAL, PHYSICAL

B) AVAILABILITY OF RESOURCES
   - --LOCAL RESOURCES
   - --RESOURCES WHICH CAN BE DEVELOPED
   - --OUTSIDE RESOURCES STILL NEEDED

C) IMPORTANCE OF DEVELOPING YOUR OWN RESOURCES

D) COMMUNITY DEVELOPMENT SKILLS AND TOOLS
   - --COMMUNITY RESOURCE INVENTORY
   - --CONDUCTING COMMUNITY SURVEYS

Step 2: Evaluate Your Resources

Help people to locate and evaluate their resources: human, financial and physical.

-What local resources does the community already have?

-What local resources can the community develop?

-What outside resources will still be needed?

A Community Resource Inventory can be used to help the people identify their resources. People are usually amazed at how many resources they have to help them solve their problems.

...resources: what is needed to get the job done

Remember, wonderful things happen when people are able to develop and use their own resources, instead of depending on outside help all of the time.

1. They learn how to help themselves in the future.

2. They appreciate what they do for themselves more than what others do for them.

3. Their pride and self-confidence grow.

Resources

Cooperative Extension Service Community and Rural Development Program and the Arizona Office of Economic Planning and Development. *Checklist for Community Resource Inventories.* College of Agriculture, University of Arizona, Tucson, AZ 85721. 1972.

Parmee, E. A. *Problem Solving with FORCE-FIELD Analysis*, in *IDEAS*. Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, Arizona 85721. 1979.

Now, in order to illustrate the importance of evaluating resources, let us return to the Sheep Springs case study.

Exercise: Sheep Springs, Phase 2

The community worker and the Citizen Steering Committee have determined the #1 community goal and objectives to be:

#1 Goal: To provide a healthy and happy recreational environment for the youth of the community to reduce juvenile delinquency and encourage good personal and social behavior

#1 Objective: To establish a year-round recreation program for Sheep Springs

#2 Objective: To use the school classrooms for quiet, indoor activities, such as games, reading, arts and crafts, and to construct a new playground for outdoor games and sports at a better location on a piece of undeveloped land the other side of the school

In order to accomplish this goal and both its objectives, the community must first understand what resources are available to help get the work done.

1. Help the community worker identify as many resources as possible--both inside and outside the community. These resources can be in the form of people, funds, machinery, native raw materials (rocks, wood, sand, energy, and so forth). Have the group secretary record your recommendations on the separate page provided.

LIST OF POSSIBLE RESOURCES

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________

2. After each item, in the right-hand column, indicate whether these resources are already available locally (L), need to be developed (D), or must come from outside sources (O).

COMMUNITY DEVELOPMENT PLANNING

OUTLINE OF STEP 3

DETERMINE ALTERNATIVE SOLUTIONS
AND SELECT THE BEST ONE

A) CONSIDER ALTERNATIVES ON THE BASIS OF:
- --URGENCY OF THE NEED
- --AVAILABILITY OF RESOURCES
- --INFLUENCING CONDITIONS

B) SELECT THE BEST ALTERNATIVE BY CONSIDERING:
- --WHICH ALTERNATIVE IS LEAST EXPENSIVE
- --WHICH BENEFITS MOST PEOPLE
- --WHICH PROVIDES LONGEST LASTING SOLUTION
- --WHICH PROTECTS WHAT IS MOST VALUABLE
- --WHICH IS THE QUICKEST SOLUTION

C) ONLY THE PEOPLE CAN DECIDE WHICH OF THESE CRITERIA IS MOST IMPORTANT

Step 3: Determine Alternative Solutions and Select the Best One

Nearly everyone knows the saying, "There's more than one way to skin a cat." Usually there are several alternative solutions to each problem.

Take into consideration:

1. the urgency of the need
2. the availability of resources
3. other conditions which will influence the problem or the solution of the problem. These conditions may make it worse or make it harder or easier to solve.

Then decide on the best solution, among all the alternatives.

In making the decision consider these possible criteria:

1. the least expensive solution
2. the solution which benefits the most people
3. the solution which lasts the longest

4. the solution which protects what is most valuable

5. the quickest solution

In the long run, the people must determine what is most important to them and how much they are willing to pay for it in terms of money, time, sacrifice, hard work, etc. The business world calls this a "costs vs. benefits analysis".

There are several methods for determining the "best" or most feasible solution. A quick and easy way is to score alternatives on a scale of 1 - 10. For example, using the five criteria listed, allow members of the community to "vote" on which are most important to them. Write the five criteria so that all can see them. Give each person a 3 x 5 card and have him or her make a column of numbers 1 through 5 representing the five criteria and then place beside each number a ranking score from 1 to 10 (10 = "most important" and 1 = "least important"). After everyone has completed scoring, collect the cards and add up the total scores for each of the five criteria. The criterion with the highest score is the one people consider most important to them, and should be given highest consideration when identifying possible solutions. See the RESOURCES list for other methods to determine the best alternative solution. Such skills as Force-Field Analysis should be taught in follow-up workshops.

...criteria: facts which must be thought about and discussed when making a decision, such as needs, resources, limitations

Discussion: Sheep Springs, Phase 3

Turn back and reread the two objectives agreed upon by the people of Sheep Springs. What criteria do you think they should consider before deciding on the "best" way to achieve their objectives? You may refer to some of the criteria listed in your manual. Discuss your individual opinions within your group and be prepared to respond if called upon by the trainer.

COMMUNITY DEVELOPMENT PLANNING

OUTLINE OF STEP 4

WRITE A PLAN OF WORK

A) THE PLAN OF WORK MUST INCLUDE:

--GOALS (IDEAL)

--OBJECTIVES (REAL)

--TASKS (ACTIVITIES)

B) EACH TASK SHOULD SPECIFY:

--WHO DOES WHAT BY WHEN

--THE RESOURCES NEEDED TO GET THE TASK ACCOMPLISHED

C) COMMON ORGANIZATIONAL NETWORK FOR COMMUNITY DEVELOPMENT PROJECTS

D) COMMUNITY DEVELOPMENT SKILLS AND TOOLS

--COMMUNITY DEVELOPMENT PLAN OF WORK

--EFFECTIVE PROJECT DEVELOPMENT METHODS

--MANAGEMENT BY OBJECTIVES

Step 4: Write a Plan of Work

The final step in community development planning is crucial. It establishes clear guidelines for solving the problem, defines people's different roles and establishes minimum standards for achievement. The plan of work should be put in writing and distributed to everyone supporting the project.

Once you have helped the people to identify their needs and priorities, and have either developed or located the resources available, it is easy to write a plan of work.

A proper plan of work includes goals, objectives, and tasks.

A goal is the ideal you are working toward: "better health," "safety," "family security," "job satisfaction," etc.

An objective is something real that you hope to accomplish, which will bring you closer to your goal: "30 new members," "a new vocational school," "5 Leadership skills," etc.

A task is an agreement that says who will do what, by when, using which resources to get the task done. Example: "The Executive Committee will present our proposal to the Tribal Council on October 1st. They will need $50 for travel expenses."

On pages 109 and 110 there are sample outline forms for drawing up a plan of work in terms of goals, objectives and tasks. They are meant to serve only as a guide, and should be changed to suit local conditions.

An Organizational Network

As the group establishes goals, objectives and tasks, it also needs to establish its organizational network as part of the plan of work.

> An organizational network is a systematic way of structuring the group to accomplish its goals, objectives and tasks.

Over-organizing creates "red tape", "busy work" and is an obstacle to accomplishing the plan of work. Under-organizing places too heavy a load on only a few persons and does not involve additional people.

On the following page is a typical organizational network which has been used by many communities for rather large and long-term projects. These projects often include a total area, town or neighborhood and may last two to four years. For your specific needs, this may be too large a network. Let your plan of work be your guide, and keep your organizational network strong but simple.

COMMON ORGANIZATIONAL NETWORK
FOR COMMUNITY DEVELOPMENT PROJECTS

ORGANIZATIONAL COMPONENTS	ROLE	MEETS
TOTAL MEMBERSHIP	TAKE CHARGE OF THE ENTIRE PROJECT	ONCE OR TWICE A YEAR TO RENEW GROUP SPIRIT, MAKE MAJOR POLICY DECISIONS, REVIEW RESULTS, ETC.
EXECUTIVE/LONG-RANGE PLANNING COMMITTEE (ONE)	1) TO CONDUCT THE PROJECT PLANNING EFFORT 2) TO COORDINATE PROJECT ACTIVITIES 3) TO COORDINATE THE PROJECT EVALUATION EFFORT	AS OFTEN AS NEEDED, AND USUALLY NOT LESS THAN 6 - 12 TIMES A YEAR
OTHER COMMITTEES (AS FEW AS POSSIBLE)	USUALLY INVOLVES A COMMITMENT FOR THE DURATION OF THE PROJECT, IN ORDER TO PERFORM A SPECIFIC BUT ONGOING FUNCTION, I.E. PUBLICITY, EVALUATION, FUNDING OR RESOURCE DEVELOPMENT, ETC.	AS OFTEN AS NEEDED, AND USUALLY ON A REGULAR BASIS BECAUSE OF THE NATURE OF THEIR ONGOING RESPONSIBILITIES
TASK FORCES (CAN BE MANY)	TO ACCOMPLISH SPECIFIC, SHORT-TERM TASKS	AS OFTEN AS NEEDED, ONLY AS LONG AS IT TAKES TO ACCOMPLISH THE TASK

...linkages: friendly, cooperative relationships

When developing the organizational network, it is also wise to include the important linkages between the organizational components of your network and other organizations both within and outside your community or area. These linkages often provide information and resources that insure the success of your project.

Resources

Beal, G. M., Bohlen, J. M. and Raudabaugh, J. N. *Leadership and Dynamic Group Action.* Iowa State University Press, Ames, IA 50010. 1962.

Kaufman, Roger. *Identifying and Solving Problems.* University Associates, La Jolla, CA 92037. 1976.

Parmee, E. A. *Guide For A Plan of Work.* (mimeographed) Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721.

______________ *Guide For Carrying Out Your Objectives in the Plan of Work.* (mimeographed) Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721.

GUIDE FOR A PLAN OF WORK

I. The general GOAL we are reaching for is:

____

____

____

____

II. The specific OBJECTIVES which will bring us to our goal are:

	Objective	Target Date
1.	________________________________	___________
	________________________________	
	________________________________	
2.	________________________________	___________
	________________________________	
	________________________________	
3.	________________________________	___________
	________________________________	
	________________________________	
4.	Etc.	

GUIDE FOR CARRYING OUT YOUR OBJECTIVES IN THE PLAN OF WORK

OBJECTIVE: ____

____

____

Description of Specific TASKS - (WHAT)	WHO is responsible	Target Date (WHEN)	WHICH resources needed
1.	a) b) c) etc.		a) b) c) etc.
2.	a) b) c) etc.		a) b) c) etc.
3. Etc.			

Exercise: Sheep Springs, Phase 4

1. The Citizens' Steering Committee, without the help of the community worker, has developed the plan of work on the following page. It looks like a pretty good plan of work, right? Wrong! Look again! There are some very important things missing from this plan of work. What are they?

2. List and discuss those things missing from the plan of work and have your group secretary write them down.

Criticism of the Plan of Work: ______________

SHEEP SPRINGS YOUTH RECREATION PROGRAM

PLAN OF WORK

Project Coordinating Committee

Road and Site Development Committee

- a) construct road to the new playground site
- b) clear and level land for the new site
- c) protect land from floods and soil erosion

Recreation Facilities Committee

- a) construct baseball/softball field
- b) construct field track for running
- c) construct volleyball court
- d) construct basketball court

Indoor Recreation Activities Committee

- a) organize indoor recreation activities

Outdoor Recreation Activities Committee

- a) organize outdoor recreation activities

Component VI

Community Development Action

Some believe that proper planning is two-thirds of the task. Once a group has agreed on the real priority need or problem, and ironed out all the details of the workable strategy for solving that problem, the rest is a "piece of cake."

....Well, not exactly. But there is no question that the rest of the task will be much easier, and have a much better chance of success, as a result of proper planning. In the course of planning, groups find that many of the stumbling blocks never really existed or they have been whittled down to a size that can be dealt with.

The next step is putting the community development plan into action. The three basic steps in this process require you to:

1. ORGANIZE THE WORKERS
2. GUIDE THE ACTION
3. EVALUATE THE PROGRESS AND RESULTS

COMMUNITY DEVELOPMENT ACTION

OUTLINE OF STEP 1

ORGANIZE THE WORKERS

A) INVOLVE MOST PEOPLE FEASIBLE

B) INVOLVE PROPER REPRESENTATION

C) SELECT PEOPLE ON THE BASIS OF SKILLS

D) IDENTIFY LEGITIMIZERS, WORKERS, AND RESOURCE PERSONS. USE THEM ONLY IN THEIR PROPER ROLES.

E) APPEAL ON THE BASIS OF PERSONAL REWARDS

F) INVOLVE EXISTING ORGANIZATIONS

G) USE SHORT-TERM TASK FORCES

H) WORK TO DEVELOP NEW LEADERSHIP

I) COMMUNITY DEVELOPMENT SKILLS AND TOOLS
   --EXTENSION COMMUNITY DEVELOPMENT GUIDES
   --CITIZEN INVOLVEMENT TECHNIQUES
   --SMALL GROUP MANAGEMENT TECHNIQUES

Step 1: Organize the Workers

Getting the right people to fill the roles in your organizational network is crucial to the success of the project. Here are some suggestions for organizing which will help you.

Involve the most people feasible to the task.

Make sure that the people involved represent those who have an interest in the issue.

Avoid volunteers: rather, choose the right people for the right task. Skills are important.

Identify legitimizers (persons in positions of authority), workers, and resource persons, and don't try to change their roles.

When seeking members, appeal to each individual on the basis of his or her personal interests and motivations.

Create new organizations only where the existing organizations cannot do the tasks.

Don't organize long-term committees, when you can do better with short-term task forces.

Work to develop new leadership.

Resources

Beal, G. M., Bohlen, J. M., and Raudabuagh, J. N. *Leadership and Dynamic Group Action.* Iowa State University Press, Ames, IA 50010. 1962.

Dunn, D. *Organizing a Committee.* Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1977.

________ *Common Mistakes in Organizing Committees.* Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1977.

Discussion: Organizational Network

1. What are some effective ways to obtain proper representation for your organizational network, from the people who will be affected by your program? (Review Component V, Step 4.)

2. Think of your local area or community. Who are some of the "legitimizers", "resource people", and skilled "workers"?

COMMUNITY DEVELOPMENT ACTION

OUTLINE OF STEP 2

GUIDE THE ACTION

A) ENCOURAGE GOOD COMMUNICATIONS

B) DO THE RIGHT THINGS AT THE RIGHT TIME

C) REDUCE CONFLICT

D) REWARD GOOD WORK

E) AVOID UNREASONABLE DEMANDS

F) COMMUNITY DEVELOPMENT SKILLS AND TOOLS

--INTERPERSONAL RELATIONS

--CONFLICT MANAGEMENT

--SMALL GROUP MANAGEMENT TECHNIQUES

--CITIZEN INVOLVEMENT TECHNIQUES

--EXTENSION COMMUNITY DEVELOPMENT GUIDES

--ORGANIZING AND CONDUCTING MEETINGS

Step 2: Guide the Action

Once the community development process has started, it is important to have it run smoothly, productively and satisfactorily. It is important that the people involved or affected by the process feel good about using it. In order for this to happen, community development must be properly guided. If the people are not able to guide it themselves, then it is the job of the community worker to help them learn how to guide it.

Here are some things that are important to keeping the process running smoothly:

1) encouraging good communications between groups and individuals
2) doing the right things at the right time
3) reducing conflict
4) rewarding the people involved
5) avoiding unreasonable demands

For more detailed suggestions about guiding the action, read the sources listed below.

Resources

Dunn, D. *How to Motivate People in Groups, Keys 1 through 9.* Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1978.

Parmee, E. A. *Organizing and Conducting Productive Meetings*, in *IDEAS for Arizona Communities.* Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721.
Part I: Is This Meeting Really Necessary? March 1978.

Part II: What Kind of Meeting Is Needed? April 1978.
Part III: Preparing for Meetings. May 1978.
Part IV: Conducting Meetings and Follow Up. June 1978.

Exercise: Guiding the Action

List at least four or five important leadership skills needed to keep the community development project running smoothly and productively. Discuss the importance of them.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

If the people you work with do not have some of these skills, do you know where or how they can learn them?

____

____

____

____

COMMUNITY DEVELOPMENT ACTION

OUTLINE OF STEP 3

EVALUATE THE PROGRESS AND RESULTS

A) DECIDE WHAT IS IMPORTANT TO EVALUATE

B) EVALUATE REGULARLY

C) EVALUATE REAL THINGS, MEASURABLE THINGS

D) BE FAIR AND HONEST IN YOUR EVALUATION

E) THE PROCESS OF EVALUATION

F) COMMUNITY DEVELOPMENT SKILLS AND TOOLS
--NON-TECHNICAL PROGRAM EVALUATION METHODS

Step 3:
Evaluate the Progress and Results

People will not appreciate the benefits of the community development process, if we do not take the time and effort to evaluate progress and the final results. According to your plan of work, decide what is important to evaluate. If necessary, get help from a professional who can show you the best method of evaluation.

Evaluate regularly throughout the community development process in order to adjust to the changing needs and conditions of the people.

Evaluate real things that people can understand and appreciate, such as concrete objectives, tasks, activities, changes in attitudes and behavior, skills, etc.

Your evaluation must be fair and completely honest, or people will not believe the results.

Most often, the process of evaluation includes four basic steps:

1) collecting the information
2) organizing the information
3) analyzing the information
4) reporting the information

Characteristics of a Good Evaluation: Good evaluation should include the following five characteristics:

1) It should tell you what you need to know.
2) The information gathered for evaluation must be trustworthy.
3) The evaluation should be immediately useful.
4) Results of the evaluation should reach all who need to know.
5) The information should be properly analyzed so that the results and recommendations are reliable.

Importance of Evaluation: Why is evaluation important? What can it do to help our community development work? There are many good reasons for doing a proper evaluation. Here are six of them:

1. to make better decisions

The human brain is the world's greatest computer, enabling us to make important decisions. But like all computers, the brain needs information in order to find the right answer. Evaluation will give us that information.

2. to know if we have made progress and achieved our goals and objectives

Sometimes, when you build a chair or sew a piece of clothing, you can tell how good it is just by looking at it. You can see if it is too big or too small, strong or weak. But the only real way to know is to try it out.

With training, it is sometimes even harder to tell just how well you have done. After the training is over, most people still look the same. You may not be sure of what they have learned until you put their skills to a test: that test is an evaluation.

3. to plan better

People change, and so do the conditions of the world around them. Needs change. Methods change. Compare today with 100 years ago.

In terms of our work and the services we provide, we must know what to do, when it is most needed, and how to do it in the most effective way. This requires good planning. Good planning requires good information. Good information comes from good evaluation.

4. to motivate us

People are motivated by a sense of achievement; the knowledge that they are doing good work, meaningful work. Evaluation can tell us what we have achieved.

5. to encourage support

In order to gain the support of others, we must inform them of our accomplishments. A good evaluation report will tell our potential supporters what we have achieved, what still needs to be done and what kind of support at what level will be needed in order to get the job done.

6. to improve our skills

There is a constant need to change and improve our methods of doing things. Learning from our past experience is one of the best ways to determine how to improve our skills and methods. A good evaluation can tell you what has happened and explain why. This understanding will help you to learn better skills and to choose the most effective methods.

Planning an Evaluation: In order to plan and conduct a good evaluation, we should first know the answers to these questions:

1. What do you want to know? What are you trying to evaluate?

2. Where and how will you get the information? What are the best methods?

3. Who will collect the information? Will they need training? What will be the costs?

4. How will the information be analyzed? What technical aid or expertise is required?

5. What is expected from the evaluation? How will the results be used?

Remember, in order to conduct an effective evaluation and make the most of its results, you should have the answers to these questions and plan your evaluation before you begin your project. Once the project has started, it may be too late to gather some of the information you need for the evaluation. Evaluation is another skill which should be covered in a follow-up workshop.

Resources

Parmee, Edward A. *Understanding the Process of Evaluation.* (mimeographed) Cooperative Extension Service Community and Rural Development Program, College of Agriculture, University of Arizona, Tucson, AZ 85721. 1978.

Discussion: Evaluation of Mary Tso

Turn back and reread Mary Tso's project. How did you rate her project? What are some of the important things to evaluate?

____

____

____

____

____

____

____

____

____

____

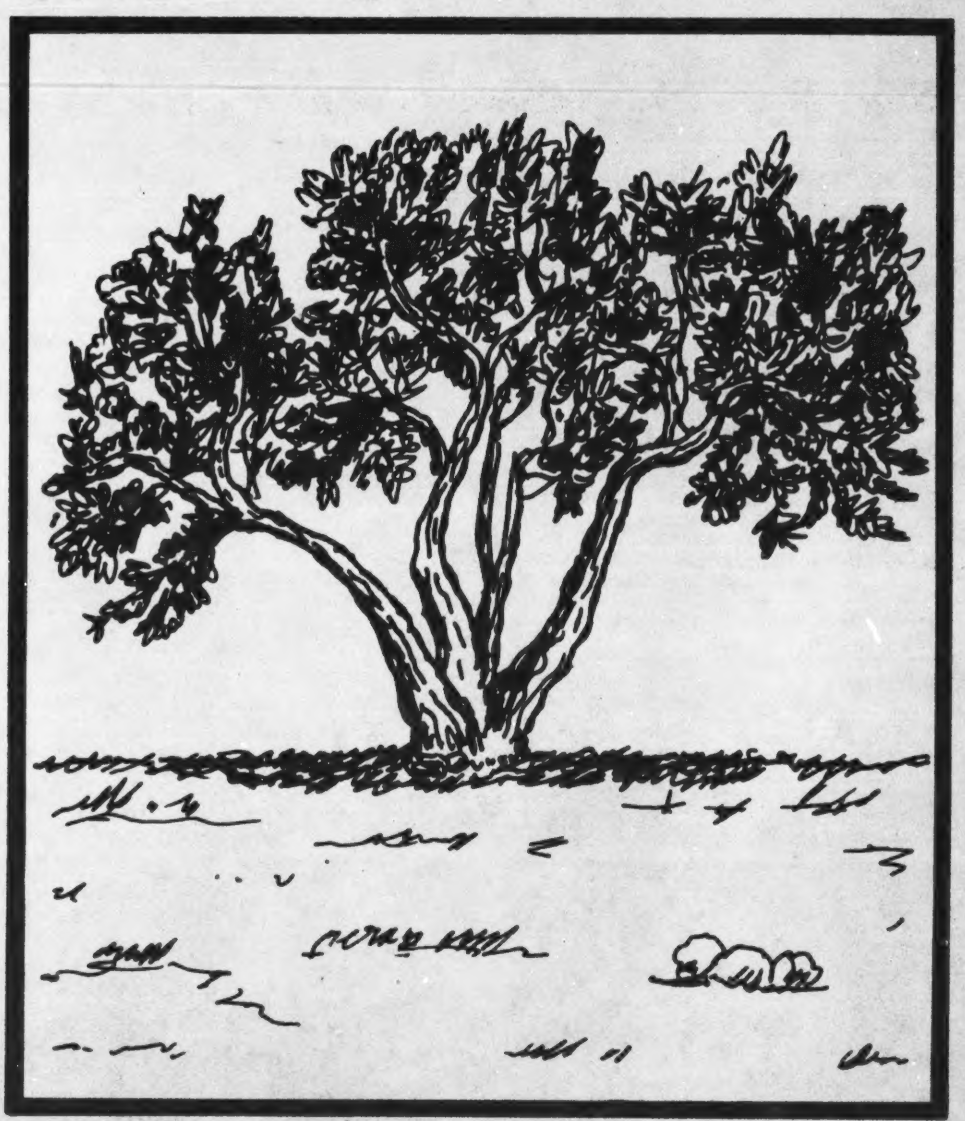
____

____

What Community Development Can and Cannot Do for the Community Worker

The community development process can work very well to help both the people and the community worker to achieve their separate goals and objectives, but it is not an easy process. The reason, of course, is that the problems the community worker and the people are trying to solve together are usually very complex and may have existed for a long time.

It is easy to break off a twig from a mighty tree, for the twig is new growth at the end of the branch. It is soft and weak. But what a job it is to dig out and remove the whole tree! There may be a hundred roots buried deep in the ground. Most community problems have deep roots as well.



The problems that the community worker deals with are the people's problems. They "own" the problems and they must "own" the solutions. This means that the people have the sole right and responsibility to decide what the problems are and how they should be solved. This also means that they have the right to ignore the problems and to refuse to solve them, even though their responsibility for those problems remains.

All that a community worker can do is to offer guidance, not control. He or she has the responsibility to help the people use the community development process for their collective benefit. The community worker can also point out things along the way of which the people are not aware, such as the consequences of a decision or availability of a new kind of resource. Understanding how the process works, being prepared and well organized, will help the community worker to be a better teacher, a better organizer, a better leadership builder.

The people's goal is to meet whatever needs or solve whatever problems they identify, as a community. The community worker's goal is to help build the people's capacity to solve their problems, both now and in the future. The method the community worker uses is the community development process, which is primarily an educational process. The results are more and better leaders.

There will always be problems. The community worker's job is to see to it that the leaders are always there to solve them. It's as simple as that . . . Or is it?

Components V and VI Summary Exercise: Sheep Springs, Phase 5

We are going to try an actual "dry run" on the Sheep Springs Project. Each of your groups will represent a specific committee with a specific task to accomplish. Your assignments or tasks will be described on the sheet of paper that is given to your group.

From then on, you are on your own. There will be certain problems and conditions along with your assignments. It will be up to you to work them out as best you can. In order to do so, the groups will have to talk to each other and, on certain matters, work together.

The purpose of this exercise is to see how well you are able to work together and how good a project you are able to put together--at least on paper. It is very important that you read your assignments carefully and follow them strictly, for they will help you. But do not show your assignment sheet to anyone outside your own group. You may tell them what you are supposed to do, but do not show them the sheet.

There will be six groups. Each group will have a separate assignment. The trainer will give you your assignments. Remember, it is very important to the success of the total project, that each group completes its assignment. And do not show your assignment sheet to persons outside your group! Good luck!

Exercise: Reports and Discussion of Sheep Springs Project

Now that your assignments are over, let us see how well everyone did.

1. Report of the Project Coordinating Committee

2. Report of the Project Evaluation Committee

3. Discussion and analysis of successes and failures, with specific suggestions for overcoming those difficulties in the future.

Post-course Questionnaire

Understanding Community Development
A Guide for Native American Community Leaders and Professionals

1. How do you feel about the course?

Great	______	No opinion	______
Good	______	Disappointed	______
O.K.	______	Terrible	______

2. How do you define community development?

	Agree	Partly Agree	Disagree	Don't Know
3. I believe that understanding the needs of people is important in community development.	______	______	______	______
4. It is important that community people complete projects.	______	______	______	______
5. It is the professional's responsibility to make sure a community project is completed.	______	______	______	______

	Agree	Partly Agree	Disagree	Don't Know
6. This course has helped me to better understand myself and my role in community development.	____	____	____	____
7. It is not important to plan out the steps of a project in advance.	____	____	____	____
8. Examples of successful community projects are not helpful to me.	____	____	____	____
9. I have learned the key steps to follow in a community development project.	____	____	____	____
10. I feel better able to solve some of the daily problems I face.	____	____	____	____
11. The course materials were poorly presented.	____	____	____	____
12. The course content was easily understandable.	____	____	____	____
13. I plan to use what I learned in the course.	____	____	____	____

14. I will use what I learned:

immediately ______

at a later time ______

after more training ______

15. Tell how you will use what you learned to benefit your community or program.

16. The most valuable part of the course was:

17. The least valuable part of the course was:

18. What additional training would you like?

A Western Regional Extension Publication

WRDC

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A regional center for applied social science and community development
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Nevada, New Mexico, Oregon, Utah, Washington, Wyoming